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ABSTRACT

This document presents the report of the resource group in charge of an analysis of the goals of higher education in the development of a master plan for higher education in the state of Connecticut. Specific areas that the group addressed include: (1) governance; (2) need for new technical colleges, community colleges, and four-year colleges; (3) state relationships with independent and proprietary colleges; (4) goals for higher education in Connecticut; and (5) the role and scope of the University of Connecticut, the state colleges, the community colleges, the technical colleges, and the private and proprietary colleges. (HS)

ED 074915

GOALS

GOALS FOR THE SYSTEM OF HIGHER EDUCATION; ROLE AND SCOPE OF CONSTITUENT UNITS; NUMBER AND LOCATION OF INSTITUTIONAL UNITS

The Report of

RESOURCE GROUP I

A Discussion Paper for the

MASTER PLAN FOR
HIGHER EDUCATION IN CONNECTICUT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Note: This report is the work of the Resource Group; the reader is reminded that the recommendations made in this report are not necessarily opinions or positions of the Commission for Higher Education or any other group.

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CONNECTICUT COMMISSION FOR HIGHER EDUCATION

MASTER PLAN FOR HIGHER EDUCATION

REPORT OF RESOURCE GROUP I

Goals for the System of Higher Education
Role and Scope of Constituent Units
Number and Location of Institutional Units

February 2, 1973

STATE OF CONNECTICUT

COMMISSION FOR HIGHER EDUCATION

P.O. Box 1320 - Hartford, Connecticut 06101

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February, 1973

To the Reader:

The 1972 General Assembly passed Public Act 194 which directed the Commission for Higher Education to develop a Master Plan for Higher Education in Connecticut by January 1974. In response, the Commission determined a structure designed to insure broadly based participation in the development of the plan. An overview of that structure is contained in the following document.

One of the most important elements of the Master Plan structure is the Resource Groups. Since September 1972, these groups, made up of over two hundred persons, have addressed themselves to major topics for the Master Plan. The reports of these groups have been made available to public boards of higher education with the request that the reports be disseminated to the chief executives and to the chief librarians of each institution and that the broadest discussion possible of the resource groups' topics be encouraged among faculty, students and interested groups. In addition, copies are being made available through public libraries and to organizations and governmental agencies which might be interested. Because the supply of the reports is limited, any interested individuals are permitted to reproduce any or all reports.

This report is one of eight Resource Group Reports. It should be recognized that the topics assigned to the Resource Groups are not mutually exclusive.. Therefore, the reader is encouraged to read all eight reports.

The Commission for Higher Education is most grateful to the many individuals who gave freely of their time and energies serving on Resource Groups. The excellent groundwork they have provided in their reports will facilitate the deliberations of additional groups and individuals as the process of the Master Plan development continues.

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INTRODUCTION

The following report has been prepared by the Resource Group for consideration by the Commission for Higher Education as it develops a Master Plan for higher education in Connecticut. To insure clear understanding of this report a number of points should be emphasized:

- The findings and recommendations are the considered judgment of the individual Resource Group. They do not necessarily represent an opinion or position of the Commission for Higher Education or any other group such as the Management/Policy or Review and Evaluation Group.

- This report is one of eight reports. The Resource Group reports, as a whole, are position papers for consideration in the development of the Master Plan. They should not be construed as constituting a first draft of the Master Plan. Subsequent to further discussion and comment, the recommendations made in reports may be retained, revised, or deleted in the Master Plan.

- The recommendations of the group may conflict with recommendations made by other groups. The reconciliation of conflicting recommendations will be considered in the process of developing a draft Master Plan.

- The development of a Master Plan is a dynamic process requiring continuing input from many sources. Although the Resource Group reports provide an important source of judgments about the elements of the plan, additional reaction, comment, and thought is required before an initial draft of the Master Plan can be completed.

All questions and comments concerning this report should be addressed to Master Plan Staff Associates, c/o The Commission for Higher Education, P.O. Box 1320, Hartford, Connecticut 06101.

PROCESS OF THE MASTER PLAN

Groups Involved in the Master Plan

I. Commission for Higher Education: The State's coordinating agency for higher education was requested by the General Assembly (P.A. 194, 1972) to develop, in cooperation with the boards of trustees of the constituent units of the public system, a Master Plan for Higher Education in Connecticut. The plan is to be completed and submitted to the General Assembly by January, 1974.

II. Management/Policy Group: A steering committee for the Master Plan process; membership consists of the chairmen of the boards of trustees for the constituent units, and the president of the Connecticut Conference of Independent Colleges. Liaison representation from the Governor's office and from the General Assembly are also represented.

III. Resource Groups: These groups are charged with developing position papers on specific topics for utilization in the development of a Master Plan. Membership is proportionately balanced between the higher education community and non-academics to insure that a broad spectrum of viewpoints be represented in group deliberations. Each group was assigned specific questions by the Management/Policy Group. In addition, each group was encouraged to address any other questions as it saw fit.

IV. Review and Evaluation Group: A group invited to review, evaluate, and make comments on the Resource Group reports and successive drafts of the Master Plan. Ten members represent a wide spectrum of the state's business and public interest activity and three ex-officio members are from state government.

V. Master Plan Staff Associates: Each of the constituent units of the public system and the Connecticut Conference of Independent Colleges have provided staff support for the Master Plan project. The staff associates serve a dual function: (1) each staff associate provided staff assistance to a Resource Group and, subsequently, (2) the staff associates will, in collaboration with the Commission staff, prepare the draft of the Master Plan.

VI. Constituent Unit Boards of Trustees, including Faculty, Students and Administration: All boards of trustees of the higher education system are asked to review carefully the Resource Group reports and the Master Plan drafts to follow. It is expected that each institution will encourage the fullest possible discussion among faculty, students, and administrators.

VII. The Public: In addition to the higher education constituencies noted above, a vital input to the Master Plan is the participation of all who are interested, including: individuals in industry, labor, minorities, professionals -- in short, all organizations and individuals interested in higher education. Comments are invited at any stage of the development of the Master Plan. However, for consideration for the initial draft of the Master Plan, comments must be received by April 1973 and in the final draft of the Master Plan by September 1973.

AN OUTLINE OF ACITVITIES FOR THE DEVELOPMENT OF THE MASTER PLAN

Activity

1. CHE requests staff assistance from constituent units — 6/72
2. CHE appoints Management/Policy Group
3. Management/Policy Group:
   a. Identifies elements of Master Plan
   b. Develops queries to be addressed
   c. Appoints Resource Groups
4. CHE holds Colloquium Orientation meeting
5. CHE appoint Review and Evaluation Group
6. CHE approves interim report for transmittal to Governor — 12/72
7. Resource Groups complete and transmit papers to Management/ Policy Group
8. Mangement/Policy Group distributes Resource Group reports to Constituent units, Review and Evaluation Group, and other interested groups and individuals
9. Comments on Resource Group reports are submitted by Review and Evaluation Group, constituent units, and other interested individuals and groups
10. Initial Draft of Master Plan is prepared and distributed to constituent units and Review and Evaluation Group
11. Initial reactions are received and Draft of Master Plan is amended
12. CHE sponsors public presentation of amended Draft of Master Plan and solicits comments from all groups and individuals who are interested
13. Comments reviewed and evaluated and final draft prepared
14. Management/Policy Group receives final comments on final Draft of Master Plan from constituent units and Review and Evaluation Group, reports to CHE
15. CHE approves final draft of Master Plan and transmits it to the Governor and General Assembly — 12/73

ON GOALS

As a people, we still have a choice. If we want a society on the beehive model, all we need do is relax and we'll drift into it. If we want a society built around the creative possibilities of the self-directing individual, then we have tasks to perform.

-- John Gardner

The basic issue for education is the choice of goals; all else follows this

... goals of the educational system are much more a function of the choices the society has made or is making,

than they are a consequence of the declaration of educational leaders ....

... First, the society itself makes a pervasive choice regrading the overall direction of its movement ... Secondly, the society makes a decision as to what tasks will be assigned to educational institutions and what tasks to others .... Thirdly, then choices are made within the resulting context as to what the more specific objectives shall be, with what priorities they shall be carried out (that is, what resources shall be allocated), and in what manner they shall be accomplished.

-- W. W. Harman in The Nature of Our Changing Society: implications for Schools (Alternative Futures in Higher Education -- Hearings before the Select Subcommitteé on Education, U. S. House of Representatives, January 1972)

ON ROLE AND SCOPE

... Growth was the theme in higher education during the 1950's and 1960's. In the 1970's and beyond, the theme should be flexibility and diversity ...

... We need to find ways to encourage experimentation and entrepreneurship in higher education. Too often, people and institutions trying new things are penalized rather than encouraged. Faculty and accrediting agency conservatism have put dampers on promising experiments. At the same time, we must have the courage to give up on experiments that fail and upon methods that become outmoded ....

... The problem of equal access remains the number one item of unfinished business for higher education ...

-- HEW Secretary Elliot Richardson in School and Society

ON GOVERNANCE

... To my mind the preponderance of evidence is overwhelming to the effect that overcentralization of detailed fiscal and administrative controls, though often intended to promote efficiency, is in fact generally self-defeating and detrimental to the progress and productivity of universities and colleges ....

... a key to productivity in higher education is good morale among those immediately engaged: students, faculty members, administrative officers, and members of governing boards. This indispensable esprit de corps is derived in part from the judicious trust and confidence of parents, donors, taxpayers, legislators, and governors ....

... the individual esprit which fires men and women to search and discover, makes battling problems a pleasure, and renders sustained intellectual effort easy. No proctor or patrolman can enforce it. It flourishes in a community governed largely by an ongoing consensus rather than by hierarchic power. This principle applies at all levels in the state-wide academic collectivity ....

-- M. M. Chambers in Higher Education in the Fifty States

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SUMMARY OF FINDINGS AND RECOMMENDATIONS

Findings

1. New knowledge acquired mainly over the past hundred years has placed in society's hands the power to transform the world in ways that were not even dreamt of as the Twentiety Century dawned. The pace of change generated by knowledge yet to be acquired will accelerate rather than slow down in the years ahead.

2. In the "knowledge society" into which we are entering, to keep pace with our sister states in economic well-being, Connecticut must cultivate assiduously excellence, diversity, and balance in the quality of its human resources. Thirty thousand new jobs must be generated each year during the 1970's if we are to accommodate our growing labor force and achieve full employment by 1980. A powerful influence in attaining this desirable goal will be the degree to which our post-secondary system of higher education fulfills its basic function of providing the individual fulfillment -- intellectual, social, cultural, and economic -- which undergirds the strength and stability of our society.

3. The present array of educational institutions in Connecticut has the potential capability of responding to these needs, but a Herculean effort will be required over several years, involving intensive rethinking of fundamental goals, the role and scope of each constituent unit, and the number and location of units. Generalized goal setting must give way to specific identification of

student-oriented, academic objectives towards which institutional progress can be measured by the institutions themselves. As we move from an era when growth was the prime objective into one in which there is lessened stress on buildings and facilities and increased emphasis on improving the quality of present programs and exercising discriminating judgment in innovation and the addition of new programs, much more attention must be paid to the academic interaction of the several constituent units -- public and private.

4. If indications of disenchantment with higher education, as manifest in public attitudes and declining percentages of students seeking it, are to be reversed in the interests of developing Connecticut's human resources, orchestration of the entire system -- public and private -- will be required. Coordination of finance and administration in the public sector is provided by the Commission for Higher Education. What is now needed is a "central nervous system" capable of sensitively assessing societal values and needs and individual human preferences, and relating and linking them to the diverse array of existing or potential institutional capabilities. Imaginative institution coordination will be required to insure sensitivity, preserve institutional autonomy, and avoid bureaucratic rigidities. This orchestration cannot be superimposed from above, but must arise from creative and unselfish thinking from within the educational institutions themselves.

5. Given an increasingly rapid rate in the accumulation of knowledge, the obselescence of skills, the changing role of women in society,

and value preferences of youth, augmented provision is needed for intermittent education during an individual's entire lifetime. More effective coupling of secondary education and higher education will be needed. Particular attention should be paid to special programs that would update skills in advanced science, technology and the career professions.

6. A significant development in the interaction of the public and private sectors is a new state program providing about $1,000,000 this year to independent colleges for scholarships for Connecticut students. This has helped preserve our independent institutions, and has given students a wider choice of opportunities. The cost to the state for each student helped is less than it would have cost to educate him in the public system, and no new facilities are needed, since many independent colleges have excess capacity.

   There is also legislation authorizing The Commission for Higher Education to contract for facilities, services, or programs with independent colleges, though no such contracts have been approved.

7. A milestone that holds portent for the medium distant future is the Education Amendments of 1972 which authorize very significant new federal programs in aid of higher education, particularly the Basic Opportunity Grants which will "entitle" every young person in the nation to an award of up to $1400 per year towards his college expenses, depending on need. Also authorized are direct grants to institutions, support for libraries, loans to students, and many other things.

The Federal Budget for Fiscal Year 1974 will indicate the extent to which these new programs will be funded. In our judgment, there will be little additional money compared with last year, and we will be wise to plan our system without expecting very much federal help in the next five years beyond that already being received.

8. Other specific findings are as follows:

+ Changing demand for some types of training, particularly teacher training, will require substantial changes in the curriculum of many institutions, particularly the State Colleges, in the next few years. The need for teachers will not rise again for many years, if ever.

+ The present separation of the Technical Colleges from the Community Colleges unnecessarily isolates the students from each other, restricts the career choices of students at both types of college, and has allowed the existence of different calendars so that transfer or cross registration is difficult.

+ Enrollment trends are down in Technical Colleges and up in Community Colleges.

+ Proprietary colleges are forbidden to grant degrees in Connecticut, though allowed to in some other states. An unnecessary injustice is being done to some students in Connecticut relative to students in other states.

+ With full utilization of private and public institutions there will be no geographic region of the state lacking access to higher education.

Recommendation

1. We recommend that the planning process now under way be intensified and linked intimately to the institutions of higher education by the establishment of an Academic Council for four-year institutions, and one for two-year institutions. The Councils would embrace all public, private, and proprietary institutions and would have as their principal functions:

    + Assessing societal change and needs and the appropriate response in curricular innovation including program introduction, consolidation, coordination and termination.
    + Fostering the kind of intellectual leadership and experimentation that would make our system of higher education a magnet that would attract scholars from all over the world while supporting, through research and graduate study, our state's leadership in business and industry.
    + Assisting mobility of students among the several levels of higher education and assuring effective linkage with secondary education.

We have considered locating this activity in the Commission for Higher Education, but believe that these functions are best performed by a council that reports directly to the governing boards of the institutions without adding to the administrative overburden. Each council would be staffed by rotating an individual on a leave of absence from one of the participating institutions, supported by a secretary. Provision for experimentation should be provided by a direct state appropriation that should be about one percent of the public support for higher education. The administrative and financial coordination performed by CHE would continue as before.

2. We recommend that a new Board of Trustees be established for the Technical Colleges to help them respond to the challenges of changing society and to encourage more effective cooperation with the community colleges. The new Board should have representation from community colleges, from industry, and from labor and should be instructed to bring the Community and the Technical Colleges closer together.

3. We recommend that the University of Connecticut Health Center remain as a unit of the University but with the administrative flexibility that would be afforded by having it administered as a non-profit corporation supported by the State and operated by the Board of Trustees. The question of a separate Board of Trustees for the Health Center has been considered and we conclude that this would be a retrogressive step in medical education.

4. We recommend that none of the branches of the University should be authorized to become a four-year institution, but extension services and selected graduate offerings for adults should be encouraged.

5. We recommend that more comprehensive accreditation be made available to properly qualified proprietary schools or to programs within schools so that they can grant degrees. This should be achieved by reference to an accrediting body such as The New England Association of Schools and Colleges or The Commission for Higher Education. Until such accreditation is established, credit by examination should be available to facilitate mobility.

6. We recommend a proper balance between attention to career preparation and attention to the traditional arts and sciences education which preserves and enriches our cultural tradition.

7. We recommend that specific numerical enrollment goals should be established for minority-group students in the different parts of the system.

8. We recommend that no new public institutions of higher education should be established in the next five years.

PREFATORY NOTE AND OVERVIEW

Of all the fifty states, Connecticut has the greatest incentive to set perceptive and imaginative goals for its system of higher education, to ponder profoundly the role and scope of its education institutions, to be responsive to local needs in planning the number and location of its institutional units, and to exercise wisdom in their governance. Poorly endowed with the mineral resources that traditionally provide the foundation for a strong industrial economy, Connecticut has had to rely on the ingenuity of its citizens -- its human resources -- to achieve a per capita production of goods and services (a measure of economic affluence) that is unmatched by its forty-nine sister states.

The importance of a proper appreciation of the role of higher education in the system of human values that enables us to select from the many things we might do, those things we should do, has been emphasized many times. Thus, the Temporary Connecticut Study Commission on Higher Education, established by the 1963 General Assembly, included in its "Statement of Convictions" the powerful notion that "The future social and economic welfare of the State as well as the greatest fulfillment of each student's potential is dependent upon the development of broader opportunities in higher education." Again, in 1970, the labor economicst, David Pinsky, writing in Our Manpower Future: Connecticut 1970-1985 said, "Even during the labor shortages of the second half of the 1960's the ranks of the unemployed were heavy with persons who had little education.... In our modern technology, a substantial

proportion of college trained personnel is essential for a well-rounded labor force."

The relevance of these comments is given a sense of urgency in the light of the known numerical increase to be expected in the years ahead in the age group, 18-25, which is the group seeking to settle upon permanent career opportunities. This number doubled from 194,000 in 1960 to 420,000 in 1970. It will increase to 464,000 by 1975, to 501,000 by 1980 and peak out at 505,000 by 1982.

It is no overstatement to remark that the competitive position of Connecticut with the rest of the nation, and with other nations, during the balance of this century will be directly dependent on the knowledge, the skill and the adaptability that a superbly educated cadre of young men and women in this age group will bring to their jobs over the next decade.

Since the economic well-being of our state is dependent on our ability to export goods (e.g., silverware, aircraft engines) and services (e.g., insurance policies) to other states and nations, it is this competitive margin of human skills that must be our continuing concern in setting education goals, specifying the role and scope of institutions, and determining the size and location of our educational units.

Moreover, the sheer growth in the work force during the 1970's will require an increase of 22,000 jobs each year just to accommodate the number of new workers. Something like another 8,000 new jobs will have to be generated each year during this decade to bring employment to the "full level" by 1980 (96 per cent of the labor force employed).

In a somewhat broader context, Peter Drucker predicts that the knowledge industries will account for one-half of the Gross National Product by the late 1970's, and argues persuasively that knowledge, rather than agriculture and mining, has now become the essential and central resource of production. This underscores the need for strengthening the role of post-secondary educational institutions in making possible greater career mobility.

But in our zeal to relate excellence in higher education to the health of our state's economy in a causal sense, we must never forget that the crucial link is the individual. Basically, the purpose of higher education is individual fulfillment -- intellectual, social, cultural and economic. It is, of course, important that we develop brilliant intellectuals, great scientists, gifted artists, talented managers, skilled technicians, and effective support personnel, but these essential elements of a strong societal structure will come almost automatically if we provide the opportunity for the individual fulfillment which is the basis for the human variety and diversity necessary if each person is to develop the human value preferences that will enable him to come to terms with a future of turbulent change. Moreover, engaged as we are in nation-building, we need to place emphasis on preparing students to live in a multi-racial culture and society, to increase the participation of minority groups in every aspect of the educational process, and to broaden our evaluation of potential performance beyond simply degree attainment.

The concept of institutionalizing the process of change is one that the Resource Group had very much in mind as it went about its

task. It seems clear that man-made perturbations in the four basic processes which link individual human life to the physical universe in which we reside have loosed winds of change which are likely to be intensified rather than stilled in the years ahead. In brief:

+ Man has perturbed the natural process by which solar energy has come to sustain life -- first by exploiting the half a billion years of residual solar energy stored in fossil fuels and, more recently, by tapping the power of the atom. This has given us, in principle, unlimited power to convert natural resources into goods and services responsive to human needs. It has also given us the capacity to annihilate large segments of the human race and devistate large areas of the world.

+ Man has perturbed the natural biological processes in ways which give us the capability of modifying plant and animal life and bring within reach altering the characteristics of the human race and shaping the course of evolution.

+ Man has perturbed the natural cycling of chemical substances through the air, water, land and living matter in a manner which has made possible the "Green Revolution" while unleashing the threat of environmental pollution with its toxicological implications.

+ Man has perturbed the information process by which he relates to our universe in a manner that permits sensing, communication, storage, and utilization of information to a degree which almost exceeds human comprehension.

So, almost simultaneously, we have a new-found capacity to elevate all of mankind to an entirely new estate -- or, mindlessly, to proceed with overextending the life-sustaining power of Spaceship Earth and render it uninhabitable for man. Truly, the human species has arrived at a unique discontinuity in its three million year existence on earth. Just how this discontinuity will be surmounted depends on human knowledge and wisdom -- and this is what higher education is all about.

To be responsive to these great issues perplexing society, it seems clear the educational goal priorities must change. To the classical education in the arts and sciences and to career preparation, we must add, in the words of D. N. Michael (in The Unprepared Society), education

> "... for empathy, compassion, trust, nonexploitiveness, nonmanipulativeness, for self-growth and self-esteem, for tolerance of ambiguity, for acknowledgement of error, for patience, for suffering ... these social-aid roles, the roles that are meaningful because they relate a person to a person ... (that equip) those who have the task of planning and leading (with) a far deeper feel for and understanding of themselves as selves and as a part of other persons ...."

Such noble goals will not be achieved overnight, but will come as the result of conscious development, experimentation, and goal-setting taking into account current educational trends. A set of current educational trends has been provided by W. M. Harman (in The Nature of

Our Changing Society: Implications for Schools, published in hearings on Alternative Futures in Higher Education before the Select Subcommittee on Education, U.S. House of Representatives, January, 1972). They include

+ Expanding the fraction of the population involved in education and the fraction of income going to education
+ Increasing the role of educational institutions in responding to societal problems
+ Extending the duration of the educational period, albeit intermittently, throughout an individual's entire lifetime
+ Extending education to industry, the community, and the home
+ Sequentially arranging education and work as we move into the knowledge society
+ Increasing departure from traditional methods of instruction
+ Increasing federal funding for education to assure equality of opportunity while retaining local control
+ Extending control and direction to new groups -- teachers, students, minority groups, etc.
+ Increased blurring of the distinction between vocational and academic instruction
+ Movement toward an atmosphere of shared learning (i.e., nonauthoritarian attitudes)

To this listing, there may properly be added the trend toward new conceptual frameworks -- particularly of an interdisciplinary nature --

which will require a judicous retention of traditional compartmentalization of knowledge while embracing new syntheses.

Against this background of powerful forces shaping societal change and responsive shifts in educational goals and priorities, the Resource Group was tempted to strike out boldly and propose major innovations. Would it not be possible, we asked, to assess the changing human value preferences, to identify the new priorities in the generation, dissemination and utilization of knowledge that will prevail over the rest of this century, and to propose the design for the new or renewed institutional instrumentalities that would be responsive to the changing demands on our state's educational institutions?

The complexity of the problem, the brief time permitted us for deliberation, the difficulty of being at once wise and bold, and the conviction that the present effort in Master Planning is but the first step in a process that will continue throughout the decade prompted a more modest approach. Moreover, while characteristics of the educational system are to a considerable extent a function of societal choices, they are unlikely to be influential in shaping the course of events unless they have their origin within the educational institutions themselves. As our work progressed, there were heartening signs of a re-awakening of interest within Connecticut's educational institutions in reexamining their institutional goals, their role and scope, and in fashioning the programs to implement them.

Accordingly, we established subcommittees (a) to examine some specific social trends that will have implications on our system of higher education, (b) to review and update the overall goals for the

total system, and (c) to reexamine, in consultation with the constituent units, the role and scope of the several elements of the system. The number and location of units and a specific set of questions referred to us by the Management and Policy Group were explored by the entire Resource group, as were the question of a separate governing board for the University of Connecticut Health Center and the matter of a single governing board for the State Technical Colleges and Regional Community Colleges. The views of the University of Connecticut, the State Colleges, the Regional Community Colleges and the State Technical Colleges were solicited through individual letters addressed to the Presidents of these institutions. Individual educators, boards of trustees, and faculty groups were helpful in producing suggestions.

Each of these topics will be considered in the sections that follow. It was not possible to achieve a complete consensus on all matters. The Appendices contain strongly held and conflicting views on the concept of a single governing board for post-secondary education and training as well as on the need for a four-year college in the Waterbury area. Also included in the Appendices are more detail on social trends and statements by individual Group members on topics such as special institutional needs for minority students.

As the study of our Research Group proceeded, and the nature of the post-secondary system of education came into focus in all of its complexity and exquisite detail, the wisdom of our decision not to come forth at this time with major recommendations for innovations became apparent. Not that profound change is unnecessary. It is! But

at this instant in history it is important to maintain continuity while strengthening our capacity for innovation and diversity. The need for wide-ranging change in the years ahead has, we believe, been established in the preceding paragraphs. The "proper" mechanism requires some analysis of the present "system of post-secondary education" in Connecticut. Basically, it consists of ten elements:

+ The University of Connecticut combines public service with education in the arts and sciences and the professions and is distinctive in its responsibility to conduct a vigorous program in research and graduate education leading to the doctorate. Its transformation from a school of agricultural and mechanical arts has proceeded rapidly during the past several decades and clearly it stands on the threshold of excellence. It has yet to establish the most productive relationship possible with its five two-year branches, but what it has achieved represents solid accomplishment and should not be lightly cast aside.

+ The four state colleges have moved rapidly in recent years from preoccupation with teacher training to embrace general education with increasingly diverse programs in career preparation. They are in a state of very rapid transition and, proceeding at varying speeds, they face a major task in defining and achieving their functional role in the system.

+ The twelve Regional Community Colleges respond to local needs to fill the broad gap between secondary and higher education with programs that equip students for careers or, alternatively, prepare them for more advanced study. The community colleges are a relatively recent development on the Connecticut education scene and should be encouraged to mature and expand over the next five years.

+ The four technical colleges prepare qualified individuals for immediate employment as technicians by means of one and two year programs. Invaluable to the industrial economy of Connecticut, the technical colleges maintain a somewhat ambivalent posture between secondary and higher education by virtue of the fact that their governing board is the State Board of Education -- even though it functions as an independent body while dealing with Technical College matters.

+ The Commission for Higher Education serves as a coordinating body for administrative and financial matters for publicly supported institutions, maintains liaison with independent colleges, assesses legislative proposals and makes recommendations to the Governor and the Legislature. In a somewhat ambivalent position, the authority of the Commission is much less than that of a Board of Regents, but is sufficient so that a moderate degree of tension exists between it and the educational institutions it coordinates.

+ Within the private sector, the institutions of higher education fall into three main categories

  ++ A national or international university which has about ten per cent of its nearly five thousand students from Connecticut.

  ++ Several smaller colleges (approximately 1500 students) with a national stature which have fifteen to thirty per cent of their students from Connecticut and maintain a lively interest in Connecticut affairs.

  ++ A number of other colleges of varying size that are mainly responsive to relatively local needs and comprise a sector of higher education whose future is intimately linked to goals and trends in the public sector. In turn, their excellence adds vitality and strength to the entire system.

+ Two other categories of institutions properly belong in the private sector

  ++ The proprietary schools which serve a highly specialized clientele with great efficiency and economy. They are a rapidly growing element in the system and vary widely in quality.

  ++ Hospitals, industrial training programs, adult courses offered outside regular classes at secondary

schools, and other specialized programs that provide post-secondary training with particular attention to job preparation rather than to degrees.

Against this oversimplified picture of a complex and not too well articulated system, it is possible to pose the central issue in resolving over the next five years the matter of goals, role and scope of institutions, and their number and location. The issue is how to fashion a "central nervous system" that will galvanize the elements of the system, encourage coordination and synergy, foster innovation, and achieve the excellence that is consistent with the value Connecticut attaches to higher education. We conclude by opting for two Academic Councils which have their roots deep within the individual institutions and resonate with the perception that these institutions have of their role as agents of change in a very rapidly changing world.

GOVERNANCE

The state system of public higher education is governed by four separate boards, and coordinated by The Commission for Higher Education. The separate budget requests come to the Governor through the CHE as a single budget, adjusted and approved by the CHE. The distribution of authority, responsibility and initiative that this system provides seems to be working well, and as we enter a period of hard adjustments in higher education, we believe it wise to maintain as flexible and adaptive a system as possible. We recommend, therefore, that no major consolidation of governance be undertaken at this time.

Many people will question this position. A complex system of governance with a kind of "balance of power" style creates many problems. Much time must be spent on coordination, and often coordination merely leads to an agreement to disagree rather than to agreement. Many policy discrepancies are created: in one system people will be promoted more rapidly than in another; in still another system the sabbatical leave policy will be more generous. The student will get credit for work in one system that is without credit in another.

We believe that it is an illusion to hope that these problems can be solved by centralization. A single system produces inefficiencies and inequities of its own, quite as serious as those of a complex system, and harder to adjust because of the longer chain of command and the fact that more things need to be taken into account. The problems arise "wholesale" rather than "retail".

On the other hand, suggestions have been made that the Health Sciences Center at Farmington be separated from the University and have a board of its own. We do not agree. A hundred years ago many professional schools in the health field were operated as proprietary institutions. Following the Flexner Report in 1911, the schools which have survived and grown strong have been associated with universities. In most recent years, this relationship has been fostered by accrediting agencies and the guidelines for federal funding of capital projects. Therefore, new health centers and almost all of the older institutions are associated with universities. This relationship is felt to be of importance in maintaining academic quality, in providing a relationship with the graduate school and in affording an opportunity to exchange ideas, knowledge and skills with the faculties of other schools. The administrative arrangements between health centers and the parent university, however, are quite varied.

Suggestions for separation are based on the fact that the activities of health centers tend to be large, complex and different when compared with those of the rest of the university. Health centers are involved with the operation of expensive hospitals and other clinical programs, as well as education, research and community activities. Not infrequently, the budget for these activities may fall between a third and a half of the total university expenditures. It is not possible to operate a health center which is above average solely with "hard" funds. Fifty per cent or more of the funds for the operation of the academic programs, excluding patient care, are commonly derived from "soft" money, which is attracted to the institution by the individual

efforts of the faculty members. Health centers have major affiliation arrangements with hospitals which are located throughout the state. Practitioners in medicine and dentistry look to health centers as a place where they can participate in the undergraduate education program as clinical faculty members, as a center for continuing education, and as a facility for the referral of patients with difficult problems. Inasmuch as community hospitals have Boards of Trustees for their more limited activities, it has been felt by some that health centers should also have separate Boards. In practice, one can find many arrangements; separate boards, subsidiary boards, advisory groups, subcommittees of the university boards, and single boards for the entire university. The University of Connecticut Board of Trustees recently appointed a Health Center Advisory Council to advise the Board, the president, and the vice president for health affairs, especially on matters of great public concern, and to make suggestions regarding the role of the University in cooperative programs of hospitals.

The Health Center should remain as a unit of the University but with the administrative flexibility that would be afforded by having it administered as a non-profit corporation supported by the State and operated by the Board of Trustees. The concept of having different units of the University administered in different ways is not unique. Vermont and Cornell provide examples. If the Health Center is to be of maximum benefit to the State, the establishment of this degree of administrative flexibility is of paramount importance.

* * * * *

Another part of the system also requires examination. There is legitimate tension between the community college system and the technical colleges, and we believe this will increase. Enrollment in the community colleges has increased 36% since 1970 while it has decreased 16% in the technical colleges (though freshman enrollment is up again this year). Much of the educational emphasis in the Community Colleges is on "vocational" and "career" programs. Throughout much of the country "technical" programs are part of that choice. Here in Connecticut they are organized separately and taught in separate institutions.

This separation is becoming more and more of an anachronism, hurting the students in both types of institutions by artificially limiting their choice and isolating them from each other.

Steps must be taken to close this gap. Such steps might, for instance, include moving the technical colleges to a semester system to facilitate cross-registration and transfer. Where the technical colleges teach evening courses off campus, at least some should be taught at community colleges. Where no arrangement can be made for technical courses to be provided by technical-college staff, community colleges should be free to introduce technical programs using their own staff, or adjunct faculty.

All of these moves are complicated and risky, but it is more risky not to change. The introduction of the "Pre-Tech" programs at the technical colleges was a move towards an "open-door" policy. Enrollment in them grew from 241 in 1967 to 445 in 1972. More changes will be needed in the period ahead.

It has been suggested that the separate boards of the technical colleges and community colleges be combined, or that the technical college system be absorbed into the community colleges. We believe this is too abrupt and unnecessarily destroys the organizational continuity of the technical colleges.

What we suggest instead is that the technical colleges be given a separate board of their own dedicated solely to this important and difficult responsiblity. At present the State Board of Education, in addition to its heavy responsibility for primary and secondary education throughout the state also manages the technical colleges. This is too much.

We suggest that legislation be drafted that would create a new Board of Trustees for Technical Colleges over a two year period. Six members of the new Board would be appointed the first year and meet jointly with the present Board. Six more would be appointed the second year, and the twelve members would then become an independent Board.

From the beginning, there should be close coordination with the community colleges, e.g. at least one-fourth of the Board should be men and women familiar with community colleges either as members of the local advisory committees, or as faculty members, or otherwise.

Another significant fraction should represent Connecticut's traditional manufacturing economy, the principal employer of technical college graduates.

Still another portion should represent the labor groups into whose ranks the technical college graduates go, and from among whose ranks

much of the demand for extension courses, adult education, and retraining arises.

The technical colleges grew from a base in the technical high schools, and administratively they are still firmly attached to those roots. The time has come to free the Board of Education of this mature operation and give the colleges the specialized guidance they will need in the years ahead.

THE ACADEMIC COUNCILS

The role of the Commission for Higher Education, and of the Boards of Trustees for the different parts of the system, emphasizes finance, personnel policy, physical facilities, and administration. We believe, for reasons stated below, that an additional component of the governance structure is now needed, namely two new "Academic Councils."

It is very important in the next decade that the higher education system face the problem of innovation and change with almost stable budgets. What new money becomes available will be largely absorbed by inflation and annual salary increments. The period of rapid growth is over or very nearly over.

It is quite impossible to produce the needed change by orders from above. The initiative must come from those closest to the students and to the subjects being taught, i.e. the faculties and the administration of the individual schools.

To do new things, it will be necessary, more and more, to stop doing other things, or to accomplish more without additional resources by working harder, crowding buildings, or to create incentives for increased cooperation among institutions.

The motivation for change will come from budget pressures on one side, and from the changing needs of students on the other, but exactly how to respond will require thousands of highly specialized decisions at the faculty and institutional level.

Many of the needed decisions will have to be made taking into account the problems of other institutions. Duplication of a healthy

program at another institution may merely produce two weak, under-enrolled programs. Conversely, consolidation of two under-enrolled programs could produce a single, healthy, and economical program.

These are very, very serious problems, in which the rights and needs of the faculties and students must be given strong recognition, but the problems will have to be faced.

To do so, we suggest the establishment of two "Academic Councils," one for two-year colleges and one for four-year colleges. Public and private colleges should be represented on both. Each council would have members drawn from the teaching faculty from each institution, public or private, in numbers that might be proportional to their enrollment of full-time Connecticut undergraduates. For the four-year colleges, this might be, say, one for each 2500, but colleges with less than 1000 such students would be represented on a rotating basis. The Branches of the University should be appropriately represented.

The Council for Two-Year Colleges would have one representative from each college, twelve community colleges, four technical colleges, and three independent two-year colleges and one from the proprietary institutions.

An alternative approach to forming the Councils would be to let the Boards of the different units devise procedures that fitted their own situations, and let the Connecticut Conference of Independent Colleges provide input from the independent.

In either case, strong input from the faculties would be important.

Each Council would have an Executive Officer and a modest budget. Each would have the power to appoint ad hoc committees and some money for consultants. To keep the Councils from growing into another bureaucracy with a life of its own, the Executive Director would be "loaned" for up to a period of two years from the teaching faculty of one of the participating institutions. The Director plus a secretary would be the only staff required for each Council. A modest sum, say one percent of the annual public expenditure for higher education, should be set aside for educational experimentation and innovation, to be conducted by institutions on the recommendation of the Councils.

Each would be expected to establish guidelines for determining which programs in existing institutions should be consolidated, eliminated, or phased out. They would similarly establish criteria for the approval of new programs. They would determine how to choose which activities should be contracted for in independent colleges, or through NEBHE.

The Council would have to work within the "Role and Scope" statement of the constituent units, and advise the Boards on how these statements should be modified as circumstances change.

The actual analysis of specific program situations would lie with a system of ad hoc committees. Each of these committees would have representation from all affected institutions, whether they were also on the Academic Council or not, and also have representation from (or at least consult with) professional groups, secondary schools, NEBHE, national societies, and the like. They would be expected to work within the guide-lines and policies established by The Academic Councils,

but could challenge those policies, of course. The results of their analyses would be presented to the Council for approval or rejection.

The recommendations of the Council, in turn, would be advisory to the Boards of the different constituent units whose final authority over programs and curriculum is not disputed here.

There is, of course, a subcommittee on Coordination and Planning already at work, but it has placed its emphasis entirely on the approval of new programs. Its methods and experience are a good base on which to build the new Councils. There would likely be a net savings in placing the functions it now performs in the Academic Councils.

PROBLEMS OF NUMBER AND LOCATION OF UNITS

Are New Community Colleges Needed?

Public Act 812 (1969) says "The board of trustees for regional community colleges shall establish a regional community college to serve the lower Naugatuck Valley area comprising Ansonia, Derby, Shelton, Seymour, Oxford, Beacon Falls, and Naugatuck ... such college shall begin operation after July 1, 1973."

The need for such a college was studied by the A. D. Little Company, Inc., in 1970 as part of a comprehensive plan for developing the Community College system. They concluded that the area is adequately served by existing community colleges in Waterbury, New Haven and Bridgeport (not to mention twelve other public and private institutions). We concur. No resident of that region is more than fifteen miles from a community college. A new college at this time would be wasteful and would dilute the ability of the other three to maintain diverse, economical curricula.

The same Act asks that the Commission for Higher Education make recommendations concerning the Meriden, Wallingford, Southington, and Cheshire area. We do not recommend a new community college in this area for essentially the reasons given above.

The A. D. Little report suggests that growth above 5600 students is unwise for a community college. The largest in Connecticut (Manchester) had 1988 full-time students and 1405 part-time in October 1972. None of the community colleges in the south-central area had

than 2400 full-time plus part-time students. The time has not come to identify any as being too big. (This does not mean to imply that all have adequate facilities. Most are quite crowded).

We know of no other part of the state where a community college should be built at this time.

This recommendation is in agreement with a vote of the Board of the Community Colleges, though they suggest that the west-central part of the state may need a college later in this decade.

Is A New Technical College In New Haven Needed?

A report from 1966 recommended the development of a new technical college in New Haven, and it has been worked on without result since then. No site has been chos[redacted] no design developed, and no firm plan is now in hand.

We have not been able to evaluate this situation in preparing this report, and can neither support nor condemn the proposal.

In December, 1972, an offer was made by the University of New Haven to establish a State Technical College on its campus as a "contract college" after the model of the SUNY contract colleges at Cornell, Syracuse, and Alfred.

This offer has been reviewed by the Board of the Technical Colleges, and in January, 1973, they voted to approve a feasibility study of the proposal. In the light of this, we have not undertaken further study.

Is There Need For A Four-Year College In Waterbury?

It has been suggested by local citizens and educators that a four-year public institution of higher education be established in Waterbury. It is 21 miles to New Haven and about the same to New Britain, while Danbury is 30 miles away, and there is no four-year college in the entire NW region above Waterbury. There is thus a strong argument that equity and accessibility require such an institution.

Waterbury is also a town that needs effective tools for modernization and change, and insofar as educational institutions can facilitate economic and social development of a region, state help is also indicated.

The problem is that upper-division study (the new thing that would be required) is by its nature specialized, diverse, and expensive.

It would be a disservice to Waterbury, and particularly to the desire for social and economic development, to provide a second-rate institution, narrow in scope, and limited in curriculum. If the need is real and is to be met, a real commitment must be made.

Indeed if what is built is second-rate, it will also have second-rate students, for the many existing strong institutions within a thirty mile drive will lure away the first-rate students.

A few years ago, when there was inadequate capacity at other institutions, some of the first-rate would have stayed in Waterbury if offered the chance. Now there is plenty of room, nearly everywhere. Full-time undergraduate enrollment actually went down in 1972 in Connecticut by nearly 1000 students, while capacity went up.

A similar point can be made about money. A few years ago very large annual increases were common. Now with an austere State budget and stable enrollments, the resources for a good new institution would have to be diverted from the planned, orderly development of the existing institutions.

We cannot, for the above reasons, support the suggestion at this time, and see no reason to believe that the situation will ease in the five-year planning period. There is not enough money to go around, there aren't enough students, and the students have reasonable access to existing institutions.

Should The Stamford Branch Of The University Offer A Four-Year Program?

There is no public four-year institution of higher education in Connecticut south of Danbury, yet the 1970 census shows 24,562 college students in Fairfield County. Full-time enrollment at the Stamford Branch of UConn went up from 120 in 1960 to 505 in 1971, and many of the students have said they would prefer to stay in Stamford for the B.A.

In 1969 the General Assembly passed S.A. 249 instructing The University of Connecticut to expand the Stamford Branch into "a four year, full curriculum college, commencing with the fall semester, 1971." The University has not done so.

The University has not rejected the will of the General Assembly outright. Twice there has been an item of $250,000 in the budget for planning, and hiring of faculty, and it was "appropriated," i.e. survived in the budget as passed, but both times, there were subsequent cuts in the budget and that item was cut out, i.e. the money was never "allocated" because the move was treated as a "new program" and no new programs were permitted. Citizens of Stamford are now suing the trustees of the university over this point.

Many of the same considerations arise here as those mentioned for Waterbury, i.e. the need cannot be met with a second-rate institution. It would fail through low enrollment, or high unit costs or both. On the other hand, it seems quite impossible to establish a first-rate institution in Stamford at this time or in the five-year planning period. Even if the money were taken away from the other institutions (thus damaging them and their students seriously) and poured into Stamford, the enrollment needed for a viable institution would not materialize.

Full-time enrollment fell this year at Stamford from 502 to 393 in just one year! Full-time undergraduate enrollment throughout the State fell 1.3%.

Worse yet, freshmen enrollment fell more than 4% throughout the State and 8% at the University and its Branches.

Any new institution, anywhere will succeed only if it takes students from existing institutions. It is doubtful if a four-year college at Stamford could do so.

In fact, the opposite is very possibly about to occur. The State University of New York is building a very elaborate campus for 5,000

students at Purchase, just ten miles away. It will have little dormitory space and they will be looking eagerly for commuting students.

In light of the above, we cannot support the establishment of a four-year program at this time, but further study of the educational needs of the region is justified.

As part of this study, consideration should be given to relocating the Stamford Branch to an area of Stamford more accessible to students and potential students. Consideration should also be given towards greatly expanded continuing education programs and exploration of some sort of state financial arrangement with the State University of New York at Purchase, and possibly other colleges within commuting distance of this area of the State.

NEW RELATIONSHIPS WITH INDEPENDENT COLLEGES

The Goals Statement includes an important section (No. 4) emphasizing the advantages of utilizing the resources of independent institutions to serve the State's responsibility to provide higher educational opportunities to its people.

Of course, there has been a small program of state scholarships for many years which helped a few exceptionally gifted students to go to the college of their choice with up to $1000 of state help. Some went to independent colleges who gave them additional help. Meanwhile another student, by enrolling in a state institution, has received indirect help (through low tuition) that is now about $2000 and is available without a showing of need.

Last year when enrollment jumped 6% in public institutions, and fell 1 1/2% in independent colleges, the General Assembly approved a major new program to help the independent institutions and ease the demand on public institutions. A system of "contracts" has now been established by which $1,113,000 is being distributed to independent colleges, 80% of which must be given out to Connecticut students as financial aid.

This year the rapid growth of the public institutions ended, and the decline in enrollment in independent institutions was stopped. Enrollment was about stable in both systems. The new scholarship program probably deserves some of the credit for this "rebalancing of the system."

The program helped about a thousand students by giving them about $1000. The state not only is relieved of a $2000 cost in a public institution, but also is relieved of about $6000 in capital costs for each additional student. Thus the exenditure of $1,113,000 saved the State about $2,000,000 in annual costs and $6,000,000 in capital cost.

There seems to be no desire on the part of either public educators or the General Assembly to take over higher education and put independent institutions out of business. The debate has been aimed instead at the choice of methods to be used to keep the system balanced and how much money to allocate to the program. This cautious first step (only about 1% of the budget for higher education) seems to be working.

To continue to work, the funds will have to be increased each year for about four years. To fulfill the commitment made to this year's freshmen, their aid will have to be repeated next year, and additional money be appropriated for the new freshmen next fall.

Another unusual legislative act was passed last year enabling the Commission for Higher Education to contract for other services with independent colleges. This might include the leasing of buildings, laboratories, or other special facilities, or contracting for the use of libraries, or actual purchase of educational services. No money was appropriated, but considerable study is being made this year to identify fruitful possibilities.

It was in this atmosphere of concern over maintaining a balanced and diverse system that the independent institutions were made partners in this Master Plan effort. It is within reach for Connecticut to be

a leading innovative state in this difficult problem. The Resource Group supports this effort.

SOME SPECIFIC QUESTIONS AND ANSWERS

In preparation for the Master Plan, the Commission for Higher Education drew up a list of questions to guide the resources groups. Below are brief answers to the questions addressed to Resource Group I on Goals.

I. GOALS

Question A: What have been the goals of higher education in Connecticut? What changes should be made?

Answer: The goals need only slight modification. These have been incorporated into the section "Goals for Higher Education in Connecticut."

Question B: What constitutes higher education? What post-secondary education is not higher education?

Answer: Higher education is the formal instruction or training in a body of knowledge or skill and its associated theory at a level of complexity beyond that taught in secondary school. It will ordinarily have substantial breadth, and thus specific on-the-job work training does not usually qualify as higher education. The development of desirable adult personal or character attributes, such as patience, warmth, responsibility, etc., though often facilitated by higher education, is not higher education per se, though it may be a part of a more general program. Foreign travel is not higher education, nor is military service, farming, or raising a family.

Question C: What role should proprietary institutions have in meeting the needs for post-secondary education?

Answer: No barriers should artifically limit the ability of students to gain degrees or transfer credit for courses of study at proprietary institutions merely because they operate for profit. Such schools should have access on an equal basis to accreditation, and the credit to be given for courses should be determined by the content of the course and the success of the student. Where tools are lacking to evaluate specific courses, credit by examination should be made available. Scholarships and loans accessible to students at public institutions and private non-profit institutions should be available with similar restrictions to students in similar programs at accredited proprietary institutions.

N.B.: this does not automatically extend to all programs at all proprietary institutions. Not all will seek or deserve accreditation.

Question D: Who should enter higher education?

Answer: Access to higher educational opportunities should be available to all Connecticut high school graduates who can benefit from further study. Although not all residents will choose to avail themselves of this opportunity, every effort should be made to identify and encourage those who will profit from work beyond the secondary level. The state system of higher education should provide educational offerings suitable to

the needs of our citizens and of our society, so that no one with the ability to profit from such education will be denied because of race, sex, creed or lack of financial support.

Question: Should every high school graduate be assured an opportunity for some form of higher education?

Answer: Not all individuals want or can benefit from education which is complex and has a general and theoretical component. Such people often prefer to take a job or get married. There is no absolute responsibility of the State to them, or to compensate them for not entering the system. Others cannot afford to attend. The state has a responsibility to ease the financial burden of as many students as possible as much as possible, but no absolute responsibility to remove all financial burdens.

Question E: What impact upon higher education in Connecticut can be expected from the federal government, especially resultant from the Higher Education Act Amendments of 1972?

Answer: The Federal role in higher education will, in our estimate, be little changed in the 5-year planning period. Present programs will not be cut very much and new programs will be poorly funded if at all.

ROLE AND SCOPE

Question F: What should be the relationship of Connecticut Higher Education to regional (e.g., New England) activities?

Answer: Since Connecticut is a major exporter of students the state stands to benefit from all forms of cooperation and exchange, and should cooperate fully in all regional activities.

Question G: What are the roles of each constituent unit?

Answer: We found that some of the role statements of the constituent units were out of date and have put in considerable effort in this area. We argue, inter alia, that separate boards can be justified if and only if distinct and different roles can be described for the different systems. Appendix A displays portions of the legislation establishing the different systems. It lays down few significant restraints.

The role and scope statements from the different units follow in the report. They have been discussed and approved by this group.

The State is now experimenting with the development of a PPB (Program Planning and Budgeting) system for fiscal control. The "program elements" of that system show little relationship to the "role and scope" statements that follow. If PPB becomes a significant administrative instrument in Connecticut, it will become necessary to reconcile the differences. We have not tried to do this.

Question H: Are the roles of the constituent units delineated discretely enough to insure well defined areas of activity?

Answer: Yes

Question H_1: What, if any, role should be the exclusive responsibility of a constituent unit?

Answer H_1: The University has exclusive responsibility for the courses of study leading to the doctorate. This should not be changed. The University and the colleges are residential institutions. The Community Colleges, Technical Colleges, and University Branches should not provide dormitories.

The Technical Colleges now have exclusive responsibility for the training of technicians. We believe that in the long run, Community Colleges should be encouraged to develop technical programs in regions in which there are no Technical Colleges (New Haven, Bridgeport, Middletown), or that Technical Colleges provide such programs at the Community Colleges in those towns, instead of in local vocational schools. Conversely, we believe that the Technical Colleges should give serious consideration to the introduction of more liberal studies, and to the establishment of transfer programs, particularly in engineering science. There is new Federal legislation which, if adequately funded, will facilitate this trend. If carried very far, the differences between the two kinds of college will lessen, and merger may become appropriate. Community Colleges and Technical Colleges do not offer four-year degrees and should not.

Question H_2: What should be the relationship among regional community colleges, technical colleges, and University of Connecticut branches?

Answer H_2: The present relationship of the three systems, though complicated, needs little change. One defect should be mentioned: the calendar of the Technical Colleges is out of step with the other systems. This makes transfer and cross-registration between the Technical Colleges and other parts of the system artifically and unnecessarily complicated and wasteful and suggests that informal coordination may not be sufficient. We urge that this discrepancy be resolved.

It has been suggested that the growth of the Community Colleges has made the Branches of the University of Connecticut obsolete or duplicative. We have studied this problem and are not ready to agree. There is no clear indication that the cost of instruction is out of line at the Branches or that there would be any appreciable savings in consolidation. The curriculum is adequately diverse. The students at the two types of institutions differ somewhat in academic aspirations, and the courses differ for this reason.

Although we do not recommend consolidation of any of the separate boards now governing the different two-year institutions, we do recommend that the board for the technical college be reorganized. This change is discussed in the section on Governance.

We also recommend that a new machinery be established called an "Academic Council" to provide a method to stimulate curricular innovation and to advise the boards on the approval of new programs, the elimination of obsolete programs, consolidation, etc. This is also discussed in the section on Governance.

Question H_3: Should PhD programs be the unique responsibility of the University of Connecticut?

Answer H_3: Yes. The need is for more quality, not more quantity in our Ph.D. programs. The evidence is not persuasive that a D.A. degree is desirable.

Question H_4: Should an upper division university (junior and senior year) be developed?

Answer H_4: No.

Question H_5: Should any institution be responsible for non-degree post-secondary options?

Answer H_5: No artificial restriction (beyond reasonable coordination) should be imposed on the freedom of non-matriculated students to enroll where convenient, or for institutions to enlist such students and offer them what they need within the available resources.

NUMBER AND LOCATION OF UNITS

Question I: What roles of public colleges and universities should be deemphasized or eliminated?

Answer I: While the role of the State Colleges has been predominately the training of teachers, there has been a trend towards diversification. This trend should continue because the number of children of school age will shrink steadily for the next ten years, certainly, and probably not rise again. The "Role and Scope" statement for the State Colleges has been updated with this problem clearly in mind.

Many other changes will be necessary as other manpower needs change, but we have no other specific suggestions (except those already mentioned). Instead, we recommend the establishment of two new "Academic Councils" to invigorate the process of change. They are described in the section on Governance.

Question J: What changes should be made in the number and location of units?

Answer J: None at this time. Falling enrollment at the Torrington and Stamford branches of the University suggests that they may have to change in the future, but it would be premature to judge their situation at this time. Certainly it would be very unwise to develop a four-year institution at

Stamford. No more Community Colleges are needed now. Both topics have been discussed earlier.

Question K: How should needs in the following areas, identified in legislation, be met:

Southwestern Connecticut?

Meriden-Wallingford?

Lower Naugatuck?

Answer K: All of these areas are as well served at this time as resources and potential enrollments permit.

GOALS FOR HIGHER EDUCATION IN CONNECTICUT

Several years ago the Commission for Higher Education adopted a set of goals to be used as a guide to policy. Our subcommittee examined these goals and determined that they were still appropriate, though they slightly reworded them.

1. TO ASSURE THAT EVERY CONNECTICUT RESIDENT QUALIFIED OR QUALIFIABLE WHO SEEKS HIGHER EDUCATION BE PROVIDED THE OPPORTUNITY FOR SUCH EDUCATION IRRESPECTIVE OF AGE, SOCIAL, ETHNIC OR ECONOMIC SITUATION. (Reworded)

2. TO PROTECT ESSENTIAL FREEDOMS IN THE INSTITUTIONS OF HIGHER EDUCATION.

The principal function of colleges and universities is to provide and promote the environment for learning, inquiry, critical analysis, and educational service to society. This can best be achieved in an atmosphere free from restrictive and punitive measures which limit collegiate investigation. College and university communities must abide by the laws which govern all citizens, but they must be free to pursue their studies and investigations in an atmosphere free from violence, coercion and intellectual restraints.

3. TO PROVIDE THE OPPORTUNITY FOR STUDENTS TO OBTAIN A LIBERAL EDUCATION AND TO PREPARE STUDENTS TO CONTRIBUTE TO THE STATE'S ECONOMIC, CULTURAL, AND EDUCATIONAL DEVELOPMENT. (Reworded)

4. TO ENSURE THE MOST EFFECTIVE USE OF AVAILABLE RESOURCES IN PUBLIC AND INDEPENDENT INSTITUTIONS OF HIGHER EDUCATION AND THUS OBTAIN THE GREATEST RETURN ON THE PUBLIC INVESTMENT IN HIGHER EDUCATION.

Because public monies available for the development of higher education in Connecticut are not unlimited, it is necessary that long-range planning give serious consideration to techniques and procedures which will make efficient use of the funds which are available. Ideas involving consortia among constituent units and the sharing of ongoing programs by the independent and the publicly supported colleges must be developed and implemented.

Budgeting techniques that identify programs and provide a basis for comparability with other institutions must be maintained and periodically reviewed.

The preservation of independent institutions in a state-wide system of higher education is essential to the health and efficiency of higher education in Connecticut. Because these institutions have a greater freedom to experiment and innovate, and because they assure a diversity of opportunity, support for both financial and program planning is appropriate.

The development of criteria for the establishment of new colleges by the Commission for Higher Education represents an unwillingness on the part of the Commission to have institutions created, without examination, in existing patterns. The times demand insistence on both quality and practicality.

5. TO MAINTAIN QUALITY STANDARDS WHICH WILL ENSURE A POSITION OF NATIONAL LEADERSHIP FOR CONNECTICUT'S INSTITUTIONS OF HIGHER EDUCATION.

The quality of higher education in Connecticut is measured by the performance of the graduates and faculty of its colleges and universities. The Commission, in its role as coordinator of higher education, together with the boards of trustees charged with the responsibility of operating the University and the colleges, will seek to define the particular functions of each constituent unit, to establish and maintain appropriate standards, to develop long-range academic and facility planning, and to insure adequate support. The public as well as the independent system of higher education in Connecticut has made spectacular progress during the last decade. To continue this progress to that time when the University, the State Colleges, the Regional Community Colleges, the Technical Colleges and the private institutions all shall have attained positions of national leadership among other state systems is a major goal of higher education in Connecticut.

6. TO ASSIST IN BRINGING THE RESOURCES OF HIGHER EDUCATION TO BEAR UPON THE SOLUTION OR AMELIORATION OF SOCIETY'S PROBLEMS.

It is a responsibility of institutions of higher education to help identify and attempt to alleviate some of the social, cultural, and economic problems that face society. Because colleges and universities have extensive human talent and other resources, it is appropriate for them to assist the community, the state and the nation however possible. The extent to which each institution can provide assistance depends on

its capabilities, location, resources, and established functions. Every institution has a contribution to make to society and should be encouraged to make a maximum contribution.

It should be pointed out, in this connection, that the proper role of educational institutions is investigation, education, and the "illumination" of situations, not advocacy of one particular point of view. Attempts by any group to seize control of an institution and commit it to any cause, however worthy, must be resisted. Care should be exercised that financial support through government contracts or grants not be permitted to influence unduly program content or institutional point of view.

* * * * *

Late in our deliberations we considered the fact that Goal No. 1 on "access" or "opportunity" was not quantitative. Many students leave the state for higher education, and many go to independent colleges. Certainly there are some, perhaps many, that cannot find a place in the public system that satisfies them, but we know no way to measure this latent need, nor even how to define it meaningfully, and we stopped short of setting numerical goals.

We agreed, however, that the special problem of bringing more minority-group students into higher education would be helped by an affirmative action program aimed at specific goals. The measurable results of such programs in industry, government service, and other educational systems were cited in support of this idea by experienced members of the Resource Group.

Accordingly we recommend, even though it is not spelled out in the Goals statement, that such a program be instituted in our system of higher education. We prefer that this be done by asking the individual systems to set their own goals while at the same time specifying the tools they need to meet the goals. The discussion can then be shifted to questions of process and timetable rather than to vague questions of intent and hope. Experience proves that results will follow.

ROLE AND SCOPE OF THE UNIVERSITY OF CONNECTICUT

The University of Connecticut should aspire to offer education of a quality equal to that provided by any public university in the nation. The attainment and preservation of the highest academic standards is its constitutional mandate, and its paramount goal must be to offer all qualified Connecticut youth membership in a community of scholars of first rank.

The University is charged by statute with 'exclusive responsibility for programs leading to doctoral degrees and post-baccalaureate professional degrees.' It must also provide undergraduate, pre-professional, first professional, and Master's degree work consistent with its particular responsibility for advanced graduate study. Its students must have access to the liberal education which is fundamental to the humane values of civilized life and must be able to obtain the professional training they desire in such areas as Agriculture, Allied Health Professions, Business, Education, Engineering, Fine Arts, Home Economics, Nursing, Pharmacy and the Sciences, as well as Law, Medicine, Dentistry, and Social Work.

The University must continue to engage in the search for new knowledge if it is to offer the quality of education and service expected of it by the citizens of the state. A faculty actively involved in research inspires its students to be critical, creative, and responsive to the needs of our society. Only a staff possessed of the latest and best knowledge can contribute most effectively to the solution of society's problems.

The University must serve all the people of the State by making its teaching and research available to them through various service activities, such as its extension service, its research institutes, and its programs for continuing education. Not only must it continue those services which experience has proven to be valuable to the State, but it should also provide new services made necessary by changing patterns in our society.

ROLE AND SCOPE OF STATE COLLEGES

The four State Colleges are governed by a single Board of Trustees. Because the goals and responsibilities of these campuses differ in significant respects from those of other public institutions, they comprise a functional unit within the State-wide system of public higher education.

Through the common policies and procedures established by the Trustees, the State Colleges provide academic services for Connecticut with programs leading to the bachelor's and master's degrees. Some work in special fields is offered beyond the master's level, but the colleges do not grant doctoral degrees.

Because the campuses are located strategically in different sections of the state they adjust their educational programs and other academic services to meet regional needs. Each has a statewide constituency. Academic planning efforts within the State College system mandate this constituency because individual colleges are required to specialize in certain programs and refrain from duplicating every program of every other college.

Although the faculties of the colleges include highly qualified professionals who are concerned with performance in the arts, with scholarship, and with research a distinctive characteristic of the baccalaureate and graduate programs of the State Colleges is a primary concern with the student.

The above mission imposes explicit requirements which constitute the goals of the State College System:

-- The State Colleges should like the other units offer their services, to all qualified residents of Connecticut regardless of economic, ethnic, or cultural background.

-- Each campus should offer special remedial or compensatory programs to enable the educationally disadvantaged to gain academic competence and to advance toward a baccalaureate degree.

-- Programs of education should be designed to facilitate the admission and assimilation of qualified graduates of transfer programs of the Regional Community Colleges, and when appropriate, graduates of the Technical Colleges and the terminal career programs of the Community Colleges.

-- The liberal arts and sciences are highly important to the personal development of many students and provide entrance to most professions; consequently, the Colleges should strive constantly to strengthen their programs in these areas. Students in baccalaureate programs should be well grounded in general education, including a foundation in communications and computational skill, and our scientific, cultural and historical heritage, as well as in esthetic values.

-- The preparation of teachers and other specialists for work in the elementary and secondary schools remains an important commitment of the State College system. The decreasing demand for educational personnel will provide more opportunity to work closely with the schools in the improvement of teacher education and for the improvement of instruction on the elementary and secondary levels.

-- The State Colleges should offer educational programs that open a wide variety of career opportunities and must adjust their resources to accommodate student needs. Among the educational programs that now need to be established or adjusted are those in teacher education, some fields of the liberal arts and sciences, business administration, engineering technology, and computer programming.

-- New programs in career fields once alien to the mission of baccalaureate degree granting institutions should be developed to meet the needs of Regional Community College and Technical College students enrolled in non-transfer programs.

-- Whenever feasible career programs should be field-centered, placing the student in the classroom, in business, in industry, in medical facilities, or

whatever type of activity that will give him practical experience.

-- Offerings in general education should relate effecively to the world in which the student now lives, rather than be preoccupied with academic specialties.

-- While performance in the arts, writing, and research are traditional and proper faculty activities, the major emphasis should be upon the teaching-learning relationship. Properly conducted, scholarly and artistic activities strengthen and support teaching.

-- Instructional methods should be designed to bring students and faculty members together in the common cause of learning. To this end, it will be necessary to undertake experimental programs designed to remove the barriers that now exist. Among these may be the separation of instruction from evaluation, thus making the teacher and student partners in the effort to have the student perform well on tests, papers, and other evaluative devices administered by a third party.

-- Faculty scholars and artists should meet frequently with small groups of students to sharpen scholarship, refine artistry, exchange views, and share inspiration.

-- The need to provide time for the close association of faculty members and students as well as the need for efficient functioning require the State Colleges to make maximum use of educational technology and other independent-studies techniques.

-- New relationships should be developed with The University of Connecticut to enable qualified students, some of whom may not yet hold a bachelor's degree, to move easily into advanced study.

-- A variety of time-shortening options should be developed, some in cooperation with the secondary schools, to enable students to complete secondary and baccalaureate study in fewer than the traditional eight years.

-- The State Colleges should study the feasibility of developing external degree programs to serve the people of Connecticut.

ROLE AND SCOPE OF COMMUNITY COLLEGES

The purpose of the Connecticut Community College System should be to fill the broad gap in educational opportunity existing between high school and the senior college and university. In carrying out this role, the Technical Colleges and Community Colleges offer academic, cultural and occupational education and training opportunities from basic education through the two-year college level, at a convenient time and place and at a nominal cost, to anyone of suitable age who can learn and whose needs can be met by these institutions.

Consistent with this purpose, the following goals could be established to guide long-range planning:

1. To open the door of each institution to all persons of suitable age, who show an interest in and who can profit from the instruction offered, with no individual denied an educational opportunity because of race, sex, or creed
2. To provide a variety of quality post-secondary educational opportunities below the baccalaureate level and consistent with the abilities, desires and needs of the students to fit them with the skills, competencies, knowledge, and attitudes necessary to succeed in a competitive society
3. To provide for industry, agriculture, business, government, and service occupations the pre-service and

in-service manpower training that requires less than baccalaureate-level preparation

4. To provide specific training programs designed to assist in fostering and inducing orderly accelerated economic growth in the state
5. To provide activities and learning opportunities which meet the adult educational and community service needs of the residents of the community served by an institution
6. To direct the resources of the Community College System toward a search for solutions to urgent community problems
7. To provide, in both curricular and non-curricular programs, the education needed to assist individuals in developing social and economic competence and in achieving self-fulfillment
8. To improve the services of the institutions and the quality of the education and training opportunities through constant evaluation and study
9. To provide cultural and social service functions needed but not provided by any other public agency

The accomplishment of these goals requires understanding of, and commitment to, the role assigned to the system, including especially the significance of the open door admission policy with selective placement in programs, provisions made for student retention and follow-up,

comprehensive and balanced curriculum and extension offerings, and instruction adapted to individual student needs. It also requires that each institution identify the unique educational needs of its own service area; that it develop and adapt its educational programs to such needs; and that it maintain effective correlation with the public schools, with four-year colleges and universities, and with employers of manpower in the area.

As stated previously, the Community College System has been established to fill a broad educational opportunity gap between the high schools and the four-year colleges and universities. The filling of this gap requires open door admission of both high school graduates and others who are twenty-one years old or older but not high school graduates.

The carrying out of this responsibility assigns a unique role to the institutions in the Community College System, which role is fundamentally different from the more selective role traditionally assigned to four-year colleges and universities. Because of this, for a community college to aspire to become a four-year college would not represent normal growth, but would destroy the community college role and replace it with an entirely different type of institution.

The State Board of Trustees for Regional Community Colleges is completely committed to maintaining the unique, comprehensive role of the institutions in the Community College System and is opposed to any consideration of a community college as an embryonic four-year college.

ROLE AND SCOPE OF TECHNICAL COLLEGES

Four State Technical Colleges were developed in the postwar years. Publicly-supported technical college education in Connecticut dates back to April, 1946, when the Connecticut Engineering Institute was organized in Hartford by the State Board of Education. Inaugurated as a pilot program in response to demands of Connecticut industry, the institute was to help fill the need for a new type of industrial personnel, the engineering technician. The Connecticut Engineering Institute functioned as a post-secondary institute for several years. Following the success of the program in Hartford, other institutions were founded in Norwalk (1961), Norwich (Thames Valley, 1963), and Waterbury (1964). A fifth institution was authorized by the 1967 Legislature for the greater New Haven area. By legislative action in 1967 (P. A. 751) the name was changed from institute to college, a separate board of trustees was established and the system became a subsystem of the public system of higher education in 1967.

The purpose of these colleges is to prepare for immediate employment in Connecticut industry those technicians who need up to two years of college-level instruction.

Engineering technicians serve as direct supporting personnel to engineers and scientists. They perform laboratory tests, collect data and prepare reports. They take engineers' ideas, add some of their own and produce complete working drawings. They serve as liaison men between engineering and manufacturing departments. They fill positions as laboratory assistants, engineering aides, time study analysts,

supervisors and junior managers. Some grow on the job and become superintendents or attain full engineering positions.

Continuing education for those who have left school before completing their programs and for adults who desire to update their skills or retain for a new profession is offered in the evening division.

The state technical colleges are the only units of higher education operated by the state of Connecticut specifically designed to give full-time, day courses preparing engineering technicians.

Although the main objective of the state technical college is the preparation of technicians who are ready for immediate employment on the engineering team, an increasing number of graduates transfer to four-year institutions, in either full or part-time programs, and attain the baccalaureate.

The state technical colleges offer two-year, associate degree curricula in chemical, data processing, electrical, industrial management, mechanical, materials, civil, electro-mechanical, environmental, nuclear, and manufacturing technologies.

ROLE AND SCOPE OF PRIVATE AND PROPRIETARY COLLEGES

Post-secondary education in Connecticut should be available in a variety of institutions. A pattern made up of tax supported, independent non-profit, and proprietary institutions is desirable in order to provide a diverse student body with diverse educational opportunities. Such a variety will promote dynamic institutional relationships that can be responsive and responsible to the social and economic interests of the state.

To achieve maximum benefit from these educational resources, however, appropriate cooperation among the administration, faculty, and student components should be encouraged and supported.

The independent colleges of Connecticut are as diverse as the society which created them. They derive their missions from their historical roots, their donors, their alumni, and the needs of their neighbors. Their principal activities are education, research, and public service, and in this they resemble public institutions, but some of them have attributes different from public institutions, such as religious affiliations, small size, a student body selected to be very diverse or all of one sex, a relatively large number of students from minority groups, risky experimental programs, etc.

Although several of the colleges are almost identical to equivalent public colleges, having similar regional student bodies and similar programs, other independent colleges draw many of their students from other parts of the country and from many foreign countries. Another distinct role of the independent colleges is thus to serve

students wishing to "go away to college," and about half of their full-time undergraduates are from out of state. The resulting geographical diversity enriches the educational experience of all the students, including those from Connecticut.

While effective and efficient operation of the various public and private institutions, as well as coordination and cooperation, is to be expected, the special attributes of each kind of institution deserve to be recognized and strengthened. Specifically,

I. Tax-supported institutions should be maintained to:

   A. Make higher education more widely available than would otherwise be possible;

   B. Insure response to social needs by the intellectual and academic community;

   C. Provide graduate study and research at the doctoral and post-doctoral levels.

II. Independent non-profit institutions should be maintained in sufficient number and variety to:

   A. Insure the maintenance of academic freedom at all institutions by providing alternate opportunities for faculty and students;

   B. Provide other standards against which all educational institutions can be measured.

   C. Preserve the diversity that is characteristic, and the special genius, of higher education in the United States.

III. The certain increase in the number of proprietary institutions should be welcomed because they can:

A. Provide for other institutions examples of efficient instructional techniques;

B. Provide standards of financial efficiency;

C. Provide some academic services on contract.

SOCIAL TRENDS

The society we live in is changing, and education must change, too, but in what direction?

Some trends are clear, or nearly clear. For instance, we know accurately the number of young people who will be reaching college age in the next eighteen years, and we can guess pretty well for twenty-five years. We know it will increase for about six more years and then decrease, perhaps 30%.

We are less sure how many of them will want to go to college. In Connecticut the fraction of high-school graduates going to college rose as high as 69% recently, but is now falling.

We are even less sure about adults outside the traditional "college-age" group. Will they seek education in increasing numbers? The pace of social and technical change suggests that they should, but they may seek it outside our present system of higher education, i.e. proprietary schools, local high-school evening schools, or simply on the job.

This year's experience of almost stable enrollments compared with last year, and falling enrollment of freshmen, suggest that going to college is becoming less, not more popular. If so, enrollment will decline, slowly at first, then more rapidly as the age group shrinks. Another Resource Group is reporting in greater detail on this topic.

If this trend continues, higher education as a whole will shrink. Because some institutions are very attractive, they will not shrink,

and will even grow. Thus the contraction will tend to be very serious in a few institutions. This is already evident.

It is hard to reconcile this disaffection with higher education (if it continues, and is not merely a fluctuation) with the need for a skilled, educated citizenry described in the Prefatory Note. Indeed this is the fundamental problem of the faculties and administration of the individual units today, and the reason we emphasize the need for new academic councils.

Unless this trend can be reversed, and it will be difficult, changes to the system will no longer be made by adding new features. We will have to change to a large extent by remodeling our buildings and by re-training or replacing the faculty.

What changes do we face? Some have already been pointed out in the Prefatory Note. In addition, a sub-committee of the Resource Group studied this subject and agreed on several that we should take into account.

1. There will be an increased demand for second careers.
2. There will be increased scholarships for low-income students.
3. There will be an increasing tendency to certify competency through other means than academic degrees.
4. There will be increasing cooperation among all institutions of post-secondary education.

5. There will be further advances in communication techniques and accessibility of information
6. There will be an increased concern for conservation of natural resources.
7. There will be an increase in government influence on higher education, though perhaps not exactly "control." The influence will be felt through government funding of specific scholarships, programs, etc., and through the sudden termination of such funding.
8. Education will have a lower priority in public planning.
9. There will be an increased demand for career training and less for liberal arts.

It should be noted that the last of these may be very difficult for our system to respond to. Most traditional job categories are well supplied and it is hard to find career-oriented programs where jobs can be assured. Teaching, library science, computer programming, journalism, and the allied health professions are well supplied.

Further, many of the technical programs are inherently expensive, and if lightly enrolled, have still higher unit costs. The liberal arts are cheaper, less risky, and socially more respectable. It is quite possible that this very fundamental difficulty and the resulting inability of institutions to respond is responsible for the slacking of student interest in higher education.

Number 6, conservation, should probably receive substantially increased emphasis throughout all our educational system. Public policy will more and more have to be chosen to compromise our growing standard of living with the problems of air and water pollution, and of energy resources.

One way to describe the situation is to say that the study of "Futures" is beginning to be needed along with the study of "History." The directions in which some social trends and social policies are leading us can be described quite accurately, and should be understood by young people.

Not only should the problems of our planet be taught in courses, but they also offer interesting and useful opportunities for research by individual students.

A more complete report on social trends will be found in Appendix B.

APPENDIX A

SELECTED LEGISLATION GOVERNING THE SYSTEM OF HIGHER EDUCATION

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SELECTED LEGISLATION GOVERNING THE SYSTEM OF HIGHER EDUCATION

The attached fragments of the Connecticut General Statues include clauses bearing on the work of this resource group.

Note particularly Section 10-326 which limits the scope of the various institutions, and Section 10-330 which restricts the granting of degrees to nonprofit institutions.

CHAPTER 165

THE UNIVERSITY OF CONNECTICUT

Sec. 10-117. Object of university. Enrolment. Degrees. The University of Connecticut shall remain an institution for the education of youth whose parents are citizens of this state. The leading object of said university shall be, without excluding scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the general assembly prescribes, in order to promote the liberal and practical education of the industrial classes in accordance with the provisions of an act of congress, approved July 2, 1862, entitled "An Act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts." and also in accordance with an act of congress, approved August 30, 1890, entitled "An Act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of congress, approved July 2, 1862." The number of students who are to reside in university dormitories shall be determined by the board of trustees, preference in enrolment in the university being given to qualified students taking the full agricultural course. Said university is authorized to confer the academic and professional degrees appropriate to the courses prescribed by its board of trustees. (1949 Rev., S. 3271, 3272.)

CHAPTER 178

STATE SYSTEM OF HIGHER EDUCATION

Sec. 10-322. Definitions. As used in sections 10-9 and 10-160 and this chapter, "the state system of higher education" or "system" means 1) The University of Connecticut, and all branches thereof established or authorized prior to January 1, 1965, (2) the state colleges, (3) state-supported regional community colleges, (4) *the state technical colleges, and (5)* the central office staff of the commission for higher education, and "constituent units" means those units enumerated in subsections (1) to *(5)*, inclusive, of this section. (February, 1965, P.A. 330, S. 1; 1967, P.A. 751, S. 7.)

Sec. 10-323. Appointment of commission. There shall be a commission for higher education to consist of sixteen persons, at least one of whom shall be affiliated with a nonpublic institution of higher education in the state. (1) Except as provided in subdivision (2), members shall be appointed by the governor in the odd-numbered years, with the advice and consent of the general assembly, for terms of eight years from July first in the year of their appointment, except that the members first appointed shall be appointed for two years from July 1, 1965, and except that in 1967 the governor shall so appoint three members to said commission for two years from July 1, 1967, three for four years from said date, three for six years from said date and three for eight years from said date. The commission shall, biennially, elect from its members a chairman and such other officers as it deems necessary. Any vacancy in the membership of the commission shall be filled in the manner provided in section 4-19. The members of the commission shall receive no compensation for their services but shall be reimbursed for their necessary expenses in the course of their duties. (2) In addition, the board of trustees of The University of Connecticut, the board of trustees of the state colleges, the board of trustees of regional community colleges and the * * * *board of trustees of state technical colleges* shall each elect biennially one of their number to serve as * * * *a member* of the commission *and one of their number to serve as an alternate to such member. Such alternate may attend all meetings of the commission and, in the absence of the appointed member, participate and vote.* (February, 1965, P.A. 330, S. 2; 624, S. 1; 1967, P.A. 751, S. 8.)

See Sec. 10-360.

Sec. 10-324. Duties of commission. (a) The commission for higher education shall (1) be responsible for the planning and coordination of higher education throughout the state, shall encourage the governing boards of each of the constituent units to initiate necessary plans for expansion and development of the institutions within its jurisdiction and may require any of the governing boards of the constituent units to submit such plans for expansion and development for approval, (2) establish an advisory council for higher education with representatives from public and private institutions to study methods and proposals for coordinating efforts of all such institutions in providing a stimulating

and enriched educational environment for the citizens of the state, (3) conduct research and studies concerning the state's provision of higher education, (4) make an impartial assessment of the legislative proposals and budgetary requests for higher education and make recommendations thereupon to the governor and the general assembly, (5) be responsible for licensing and accreditation of programs and institutions of higher learning, (6) approve the size of the executive staff and the duties, terms and conditions of employment of the executive secretary and executive staff of the constituent units, except as otherwise provided in the general statutes, (7) prepare and publish annual reports on the condition, progress and needs of higher education in the state, *and (8) be responsible for the care and maintenance of the permanent records of institutions of higher education dissolved after September 1, 1969.* Said commission may publish such other reports and information concerning higher education in the state as it deems advisable. *The commission shall promulgate regulations which establish categories of plans for expansion and development of the institutions within its jurisdiction which require approval or coordination by the commission. Prior to the adoption of any change in salary schedules or prior to the designation of a given employee position as professional, the board of trustees of the constituent units of the public system of higher education shall notify the commission for higher education of the proposed action, request the commission's comments and recommendations and provide sixty days for the commission to make such comments and recommendations.*

(b) Said commission shall review recent studies of the need for higher education services, with special attention to those completed pursuant to legislative action, and to meet such needs shall initiate additional programs or services through one or more of the constituent units.

(February, 1965, P.A. 330, S. 3, 40; 1967, P.A. 751, S. 9; 1969, P.A. 363; 530, S. 1.)

Sec. 10-326. Operation of state institutions of higher education. In addition to other powers granted in the general statutes, authority and responsibility for the operation of the state's public institutions of higher education shall be vested in (1) the board of trustees of The University of Connecticut which shall have exclusive responsibility for programs leading to doctoral degrees and post-baccalaureate professional degrees, (2) the board of trustees of the state colleges which shall have special responsibility for the preparation of personnel for the public schools of the state including master's degree programs and other graduate study in education, and authority for providing liberal arts programs, (3) the board of trustees of regional community colleges which shall have special responsibility for providing programs of study for college transfer, terminal vocational, retraining and continuing education leading to occupational certificates or to the degree of associate in arts and in sciences, and (4) the board of trustees of state technical colleges which shall have responsibility for the state technical colleges and programs leading to the degree of associate in applied science *and such other appropriate degrees or certificates as are approved by the commission on higher education and for such terminal vocational retraining and continuing education programs leading to occupational certificates as are appropriate to a technical college.* (February, 1965, P.A. 330, S. 4; 1967, P.A. 751, S. 10; 1969, P.A. 414, S. 2.) Effective July 1, 1969.

Sec. 10-330 (formerly Sec. 10-6). Authority to confer academic degrees. (a) For the purposes of this section, "program of higher learning" means any course of instruction for which it is stated or implied that college or university-level credit may be given or may be received by transfer; "degree" means any letters or words, diploma, certificate or other symbol or document which signifies satisfactory completion of the requirements of a program of higher learning; "institution of higher learning" means any person, school, board, association or corporation which is licensed or accredited to offer one or more programs of higher learning leading to one or more degrees; "license" means the authorization by the commission for higher education to operate a program or institution of higher learning for a specified initial period; "accreditation" means the authorization by said commission to continue operating a program or institution of higher learning for subsequent periods, and in such periods to confer specified degrees. (b) The commission for higher education shall establish regulations concerning the requirements for licensure and accreditation, such regulations to concern administration, finance, faculty, curricula, library, student admission and graduation, plant and equipment, records, catalogs, program announcements and any other criteria pertinent thereto, as well as the periods for which licensure and accreditation may be granted, and the costs and procedures of evaluations as provided in subsections (c) and (d) below. Said commission may establish an advisory council for accreditation composed of representatives of public and private institutions of higher learning and the public at large to advise the commission regarding existing or proposed regulations. (c) No person, school, board, association or corporation shall confer any degree unless authorized by act of the general assembly. No application for authority to confer any such degree shall be approved by the general assembly or any committee thereof, nor shall any such authority be included in any charter of incorporation until such application has been evaluated and approved by the commission for higher education in accordance with regulations es-

tablished by said commission. (d) No person, school board, association or corporation shall operate a program or institution of higher learning unless it *is operated on a nonprofit basis, as defined in subsection (k) of section 33-421, and* has been licensed or accredited by the commission for higher education, nor shall it confer any degree unless it has been accredited in accordance with this section. The commission shall not grant any new license or accreditation until it has received a report of an evaluation of such program or institution by competent educators approved by the commission. The commission for higher education may, upon receipt of evidence satisfactory to the commission relating to the overall competence and resources of the applying institution, accept regional or national accreditation, where appropriate, in satisfaction of the requirements of this subsection. (e) No person, school, board, association or corporation shall use in any way the term "junior college" or "college" or "university" or use any other name, title, literature, catalogs, pamphlets or descriptive matter tending to designate that it is an institution of higher learning, or that it may grant academic or professional degrees, unless the institution possesses a license from, or has been accredited by, the commission, nor shall offer any program of higher learning without approval of the commission for higher education. (f) Accreditation of any program or institution or authority to award degrees granted in accordance with law prior to July 1, 1965, shall continue in effect. (g) Any person, school, board, association or corporation violating any provision of this section shall be fined not more than one thousand dollars. (h) If an existing institution, adversely affected by this section, applies to the commission for licensure or accreditation, said commission may grant licensure on a temporary basis to expire within one year and renewable from year to year, if, in the judgment of the commission, reasonable progress is being made by such institution toward meeting the standards required by regulations of the commission. (February, 1965, P.A. 330, S. 13; 1967, P.A. 751, S. 12; 1969, P.A. 344.)

Former statue: "Grandfather" clause held unconstitutional. 151 C. 631.

APPENDIX B

A COMMITTEE REPORT ON "SOCIAL TRENDS"

88/89/90

APPENDIX B

A COMMITTEE REPORT ON "SOCIAL TRENDS"

As a result of two brainstorming sessions interspersed with independent study of forecasts made by business, government and educational groups, the members of the subcommittee on Social Trends identified some thirty trends likely to have an impact on post-secondary educational institutions and programs in the next decade. Since there was considerable difference of opinion among the eight members of the committee as to the relative strengths and impact-values of some of these trends, it seemed advisable to cast them in a form for objective evaluation. In order to arrive at a responsible statement of the relative importance in planning for higher education, an effort was made to indicate whether a trend was likely to be altered by planning. The list is not exhaustive, nor is it free from ambiguity and possible refinement.

The following summaries group the items marked (A) or (B) by six or more members of the Committee. If there was greater difference of opinion as to whether the trends were susceptible to change through planning, the items are grouped as (I). As can be seen by looking at the range of the responses, there is a great deal of latitude for interpretation, and the pooled responses of a committee are not ipso facto better than the judgment of one knowledgeable individual. However the trends are real, even though they may be reciprocally self-limiting in a few cases, and the committee feels they merit attention as the background for setting goals.

A. The following trends were expected by the majority of the subcommittee members (6 to 8) to continue independently of any planning for higher education which might be recommended by Resource Group No. 1.

Number of trend		Probability %	Desirability-impact
8.	Continuing increase in median age of the population.	88	+4
1.	Increase in leisure time for many people: high level executives may work longer hours, but those who now perform service jobs will have shorter days and/or shorter weeks.	82	+4
4.	Increase in super-technology: programmed problem-solving, more automated services resulting in more mindless technical and service occupations. (less certain more "mindless" work is a necessary consequence)	80	+3
29.	Increasing need for interdisciplinary approaches to solve complex problems.	76	+8
22.	Increase in capital flow.	69	+6
12.	Continuing decrease in birth rate leading to nearly static student populations in a few years (less certain student population would become static).	67	+5
19.	Continuing exodus of the lower middle income class from the cities to the suburbs.	66	-3
20.	Decreased value on college degrees for most service-oriented jobs.	60	-1
28.	Increase in crime and violence disrespect for property.	60	+3

Number of trend	Probability %	Desirability-impact
7. Increased capability in human bio-engineering with associated choices.	58	+3
16. Decreasing demand for teachers.	55	-1

Several of these trends are expected in general to have a favorable impact on higher education, including the decreasing birth rate. Accelerated approaches to ZPG argues for limited or negligible expansion of programs, but does not preclude development of more promising programs. Although the number of full-time students at the immediate post-secondary level may become fairly constant, demands for other types of programs may rise: continuing and in-service education for leisure time and for second careers. Although the demand for interdisciplinary efforts is expected to rise, the large positive impact on education may not be realized without planning for incentives to foster interdepartmental and inter-institutional cooperation.

B. The following trends were evaluated by six or more of the eight committee members as susceptible to being influenced by planning for post-secondary education. All except (5) are expected to have favorable impact.

Number of trend	Probability %	Desirability-impact
9. Demand for second careers increasing.	61	+5
18. Increase in scholarships available to the low-income student.	56	+7
23. Increasing tendency toward certification of competencies through means other than academic degrees.	55	+4
26. Increasing cooperation among all institutions of post-secondary education.	51	+9
5. Increasing tendency to "drop-out" or "cop-out" in favor of other kinds of experience.	49	-4

Name of trend		Probability %	Desirability-impact
15.	Involvement of a greater sector of the population in educational roles and functions at the post-secondary level.	47	+4
27.	Less specialization in undergraduate education.	28	+4

Trends No. 18 through 15 constitute a group which could be planned for together in order to minimize the tendency of students to drop out before reaching some satisfying level of service and self-reliance. Scholarship advantages for specific kinds of post-secondary programs or other kinds of support could be linked to inter-institutional co-operation and availability of flexible educational programs, especially those linked to resources of the area.

Community colleges can play a significant role in preparation for second careers. Less specialization at the undergraduate level is a less probable trend, and may be more important in connection with pre-professional programs. (Cf. No's 2, 30, 6)

C. Trends for which there was considerable difference of opinion regarding susceptibility to alteration through planning (i.e. 3:5, or 4:4) include the following.

Number of trend		Probability %	Desirability-impact
13.	Advances in communication techniques and accessibility of information.	91	+7
3.	Increasing global perspectives resulting from rapid communication and ease of student travel.	81	+6
14.	Increasing concern for conservation and care in use of material resources.	81	+7
2.	Increased demand for highly specialized knowledge as a component of production (with land, capital, and labor)	78	+4

Number of trend		Probability %	Desirability-impact
24.	Increasing government control of private institutions.	68	-3
30.	Diminishing sense of American continuity with Western European cultural heritage.	63	-1
11.	Reduction in priority of education in public planning.	62	-1
10.	Increasing divisiveness in our society through growth in separate cultures.	52	-5
6.	Greater demand for career orientation, with increasing disinterest in liberal arts.	49	-4
25.	Increasing proportion of cost of higher education left to student.	43	-1
21.	Tendency toward simpler living (e.g. housing, food, dress, recreation).	30	+6

There are several favorable trends in this group which could possibly be reinforced by planning: efforts to make information more readily accessible e.g. by assistance to libraries cooperating with more flexible educational programs; recognition of need for programs which engage students in studying available resources, including planned observations as part of student travel-study programs; adequate provision for developing special competencies in the four-year colleges, combining service-oriented and pre-professional programs with liberal arts as background (balance between service orientation and cultural perspectives).

Although separate cultures are seen as having a better than 50% prognosis for growth, it is not clear that divisiveness must be the result. With better balanced educational opportunities and perspectives our society could be enriched.

Number 21 is interesting. If this trend is accelerated it could have a high favorable impact on educational goals by helping to offset the decreasing public priority for education, and leading to greater emphasis on leisure-time education and investment in second careers.

Mr. Walter T. Brahm	Dr. Sheila Tobias
Mr. Frank Donovan	Mr. Marshall Montgomery
Mr. Bryce Jose	Mr. Stanley Leven
Dr. Raymond Scott	Sr. M. Clare Markham - Chairman

APPENDIX C

A STATEMENT BY THE BOARD OF TRUSTEES ON THE REGIONAL COMMUNITY COLLEGES REGARDING THE CONCEPT OF ONE GOVERNING BOARD FOR POST-SECONDARY TWO-YEAR EDUCATION AND TRAINING

97/98

APPENDIX C

A STATEMENT REGARDING THE CONCEPT OF ONE GOVERNING BOARD FOR POST-SECONDARY TWO-YEAR EDUCATION AND TRAINING

(Approved by the Board of Trustees of the Regional Community Colleges - January 15, 1973)

The Board of Trustees of Regional Community Colleges believes the people of this state deserve post-secondary education which provides the fullest consideration possible to:

*serving as many deserving and interested citizens as the State can finance;

*quality at whatever level and type of education--graduate, bachelor's degree, associate degree, certificate, specialized;

*minimum obstacles in students making progress in education from one level to another, or one curriculum to another, or one public college to another;

*a well-organized set of governing boards (policy-making structure);

*efficiency in administration;

*coordination in programs offered;

*efficiency in use of facilities;

*variety in programs and accessibility to people as best the State can afford.

Current members of governing boards and the staff have made an effort to work cooperatively. This has still resulted in too much inefficiency in coordination of most post-secondary, two-year education, adult and continuing education, and various vocational offerings. We believe that additional benefits which would be meaningful to thousands of our citizens in the years ahead could be provided if there were one governing board for post-secondary, two-year programs and services. There should be one policy-making board with a single executive staff responsible for developing and ccordinating all the programs for these colleges.

In a transition placing the post-secondary two-year education units under one governing board, the experience of board members of all units involved and many of the present staff should be utilized. We believe this new board should have no other responsibilities than that of post-secondary education programs of two years or less. We agree the transition needs to be done carefully, for it wil be a difficult time for all. Nevertheless, we believe the net result has great promise. Similar arrangements in several other states have brought many advantages to their citizens.

Our observations during the past few years have convinced us that the concept of the comprehensive two-year campus has special and important advantages to students, their families, and their communities. We know that in Virginia, California, and New York, these colleges have provided a variety of educational programs under one roof. Demonstrated success for many years in transfer, general education and technological curricula exists in these and other states. This fact should really surprise none of us, for the task is of no greater magnitude in variety of curricula or variety in students than that which the state universities have faced for several decades.

A transfer program of quality, a general education program of quality, a technological program of quality, certificate programs of quality, and offerings in continuing education and basic skill upgrading have been developed by hundreds of two-year colleges during the last fifteen or twenty years.

The diagram on the following page is helpful in understanding the comprehensive two-year open door concept.

In Connecticut, as in other states, for example, the Technical Colleges now offer one-year certificate programs and a pre-technical program without jeopardizing their accreditation with the New England Association of Schools and Colleges and with the Engineers Council for Professional Development. It is our understanding that those students who prove themselves can later be admitted to the two-year associate degree program. This is part of the comprehensive two-year philosophy.

We believe it is important that all education leaders, members of the Legislature and members of the executive branch of the State government realize that the "open door" is a technique in admission to post-secondary training and education which serves people with a variety of educational aspirations in any region or community without automatically lowering the quality of the two-year transfer or the two-year occupational/vocational/technical curricula.

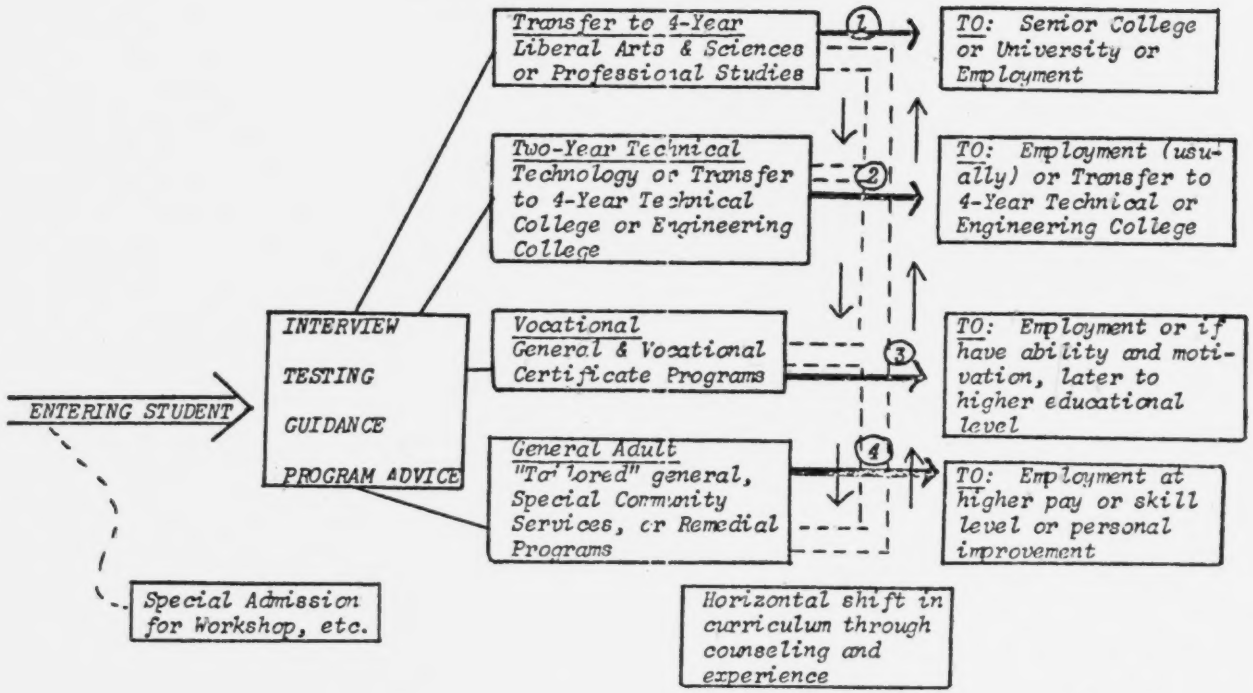
Are all programs at the State Colleges and The University of Connecticut of equal difficulty? Is not the history of public education (and private education in some instances) organized to allow for (1) varying levels of ability, and (2) the variety of academic interest so students may choose and shift, selecting another curriculum,

including one of more difficulty? Of course this is true. We believe a governing board of conscientious and experienced people and a competent and experienced staff in a central office, working with presidents, faculty and students of the colleges under that one governing board, can in this state accomplish what needs to be done in developing and administering comprehensive two-year colleges.

In the area of staff time, the comprehensive two-year college would be more efficient than our present system. Today, the presidents and deans of our colleges, the Commission for Higher Education, the staffs of the central offices of the Community Colleges and the Technical Colleges, spend several hours each month on coordination and the avoidance of duplication by Community Colleges and Technical Colleges of curricula. The uncertainty of whether or not the Commission for Higher Education will approve a borderline offering discourages innovation, and hence, service to our people. We believe that with one system of two-year colleges with one governing board, coordination would be much easier and more efficiently achieved. The faculty and the president would do this as they develop the curriculum. The Commission for Higher Education's coordination effort would need to be less extensive and time-consuming. Instead of academic officers of the two systems meeting to work our arrangements to avoid duplication, one set of central office staff would help each college develop the background material needed by the CHE. The efforts of staff and the governing board are thus directed fully toward the development of academic programs rather than being split between development and the effort and time to coordinate or to avoid duplication.

In considering overall efficiency in administration and governing board structure, the following diagram tells an important story even with a coordinating committee, and particularly if one visualizes development and final approval of new academic programs; preparation and administration of budgets; arrangements for use of the library; administrative organization for sharing facilities:

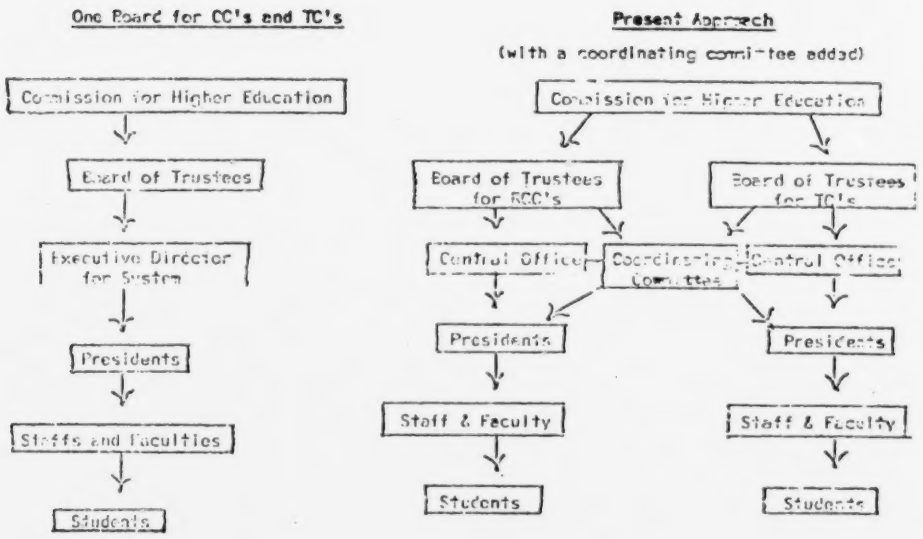
THE OPEN DOOR ADMISSION CONCEPT


Transfer to 4-Year Liberal Arts & Sciences or Professional Studies
1
TO: Senior College or University or Employment
Two-Year Technical Technology or Transfer to 4-Year Technical College or Engineering College
2
TO: Employment (usually) or Transfer to 4-Year Technical or Engineering College
INTERVIEW
TESTING
GUIDANCE
PROGRAM ADVICE
ENTERING STUDENT
Vocational General & Vocational Certificate Programs
3
TO: Employment or if have ability and motivation, later to higher educational level
General Adult "Tailored" general, Special Community Services, or Remedial Programs
4
TO: Employment at higher pay or skill level or personal improvement
Special Admission for Workshop, etc.
Horizontal shift in curriculum through counseling and experience

The open door admission concept in a comprehensive two-year college allows for non-selective admissions, variety in programs, easy procedures to enroll in and withdraw from unsuitable programs, horizontal shifts from one curriculum to another, variety in difficulty, and the quality essential to a particular certificate or degree program.

1. Associate Degree in Arts and Sciences
2. Associate Degree in Applied Science
3. Diploma or Certificate
4. Certificate

CONTRAST



Based on our knowledge of human beings and the nature of administration, even where the individuals involved desire to be cooperative, let us face these typical questions and give honest answers: Will facilities be used more efficiently in a given region of the state, even if on the same site, if two governing boards and two sets of college officials are involved? Even more specifically, will staff time be used more efficiently and overall convenience to students enhanced in our planned shared facilities such as the Higher Education Center in Waterbury?

1. Will a common library be shared and used more efficiently if two colleges, their staffs and presidents, are involved than if one college is involved? Is it easier to operate and account for services for one library with two budgets than one?

2. Will a student union or cafeteria be used more efficiently with two colleges or one college involved?

3. Will physical education facilities be used more efficiently with two directors or one director of physical education involved?

4. Will the student organizations function better with two sets of students on campus rather than one?

5. Will the campus in its entirety function more easily, more efficiently in staff time, more efficiently in use of space, operate better for the academic preparation of students if there are two colleges functioning rather than one?

6. What social, political, educational, economic, ethical, aesthetic reasons exist that are stronger for having separate colleges, a Technical College and a Community College, operating on the same 75-acre campus?

If there is logic to separateness and purity of curricula and programs, why should not the State Colleges be separated as to liberal arts and education? Why isn't today The University of Connecticut and most other major universities split up into five or six major subect areas with a governing board for each one? Do we need four or five governing boards for The University of Connecticut and similar state universities? We see the opposite trend developing modified today by the need to keep a measure of lay input and control.

Under one governing board, a single budget can be prepared and administered by the board for all colleges and programs. This will save considerable time in evaluating the budget by the Commission for Higher Education, State Budget Division, the Governor and the Legislature. Similarly, purchasing, payrolls, accounting and other business functions will not be duplicated but incorporated into existing procedures of a college. Thus, economies will result not only at the college level but at State agencies serving the college, such as the Personnel Department, Comptroller's Department, Purchasing Division and Budget Division of the Finance and Controll Department.

We believe there are distinct levels of emphasis in post-secondary education best identified as the state university with its emphasis on graduate education and the health center, law school, etc. The public four-year state college comes next with some emphasis on graduate work but not nearly as extensive as the state university. There ara also various forms and types of post-secondary education of two years or less related closely to adult or continuing education. The Board of Trustees of Regional Community Colleges believes each of these three major post-secondary higher education units needs its own governing board. Governance by a lay board is important. The agenda and problems must not be too intensive and extensive, or the lay board cannot govern as it should, which means too many decisions including those of policy are made by professional educators. We support the concept that these respective governing boards should have their work and areas of responsibility coordinated by an agency such as the Commission for Higher Education.

In summary, it is now appropriate to initiate steps in the concept of a master plan to meet better the educational needs of our people,

to promote more efficient use of the tax dollar, and to increase the effectiveness of the post-secondary two-year education programs in the state. They should be brought together through the development of a logical and reasonable transitional plan. This plan should involve input by the present boards, staff, faculty and students under the overall leadership and coordinating responsibilities of the Commission for Higher Education.

APPENDIX D

Memorandum to: Chairman Malone

From: Donald R. Welter, President
Thames Valley State Technical College

Date: December 7, 1972

Following are some comments in response to your letter of October 11th to Mr. Horowitz, the chairman of our Board of Trustees. You indicated at our last meeting that the October 11th letter had been intended to elicit response from the technical college presidents and that it was not too late at this stage to so respond. In view of the many words that have been generated in recent years concerning the possible merger of the technical and community college systems, I will try to keep my comments succinct and they will largely be a review of cogent points made by others.

1. It has never been clear to me how a Board of Trustees responsible for twelve community colleges (16 units if the technical colleges are included) can be more effective than a Board of Trustees with only four technical colleges under their jurisdiction. This would appear contrary to the pattern existing in most of higher education where there is one Board of Trustees for each institution. Since members of Boards of Trustees are not paid in Connecticut, there is no financial saving to be gained by this possible loss of concentration (16 units versus 4 units). Indeed, the cost of merging these systems could be considerable since the technical colleges would have to take on office operations (purchasing, payrolls, personnel, etc.) that are now performed centrally through the services of the Department of Education.

2. In reviewing the statements previously made on merging, the emphasis seems to be on how the merger could be made rather than solid, positive reasons for the merging. A few other states with merged systems are mentioned but little data is presented on the effect of merged versus separate systems. The following data from a previous paper is of interest in this regare: In its 39th Annaul Report for 1971, the Engineer's Council for Professional Development (ECPD) lists 289 accredited associate degree level engineering technical programs in 86 institutions. Only 29 of the 289 accredited programs are found in 8 community colleges. This would imply that the more rigorous, high-quality engineering technology programs are found in the single purpose institutions such as technical colleges rather than in a comprehensive, educational atmosphere. All four technical colleges in Connecticut have their programs accredited by ECPD. This professional accreditation is the method by which prospective employers and

transfer institutions can assure themselves that our graduates have completed high-quality, proven programs and that they consistently meet the high standards which have been set by ECPD.

3. The technical colleges, with a very small central office (2 men) acting as a coordinating force, have existed since 1946 and have consistently graduated high-quality technicians who have taken their place in Connecticut industry. The four colleges with their sophisticated laboratories and equipment serve just about the entire state on a commuting basis. There is no need to try to extend and expand these expensive type facilities to other community colleges in the state.

4. A merging of the systems would very probably lead to the technical colleges having to abandon their 33-week, 3-quarter, academic year that has so effectively contributed to the high-quality technology curricula now offered.

5. The question of transfer from one college to another in the different systems is frequently raised with the implication that this would be expedited by a merging of the systems. Transfers now take place between the systems and credit is regularly given to students at both institutions for courses with similar coverage and content. There may be some loss in time for students transferring between a quarter system and a semester system but time is almost always lost by any student who changes to a different course sometime during his academic career even within the same college. The majority of the technical college students have pretty definite goals as indicated by their application to a school having engineering technology careers as its primary and only concern. By consortium arrangements, such as presently exist between the technical colleges and other Connecticut colleges, is perfectly possible for students at either the technical colleges or community colleges to take courses at either institution.

6. That the present arrangement, that of having one Board of Trustees for the four technical colleges works, and works well, has never seriously been contested. The Board of Trustees, which is also the State Board of Education with its responsibility for the regional, vocational-technical schools and thus the full spectrum of technical education in the state, has developed these four colleges from 1946 to the present. The four colleges are all accredited by the New England Association of Schools and Colleges and have their programs accredited by ECPD. The four colleges and their graduates enjoy a very high reputation with Connecticut industry and it would appear unwise to change the present system at this time when there is so much emphasis on career education and expecially on engineering technology education, for which a great future need is assured. To move this small system into the larger community college system would seem to be a move towards uniformity, a move away from creativeness and the spirit of competition, a change for the sake of change rather than of accomplishment. The present system allows the Board of Trustees for state technical colleges to operate these unique four colleges with their special

thrust without the dilution effect that could occur if they are placed with twelve other institutions in a larger system. At present, we have the coordinating effect of the Commission on Higher Education over all Boards of Trustees and we have the strength of the four institutions with one Board of Trustees concentrating on one mission, technical education. As the only technical college representative on Resource Group I - Goals, I would be remiss in not expressing these concerns and thoughts of the technical college sector.

These remarks are mine and are not intended to represent the official views of any of the technical college constituents. They do, however, reflect many comments and ideas obtained from industry, from regional councils, and from colleagues in the technical college system.

APPENDIX E

A STATEMENT ON THE NEEDS OF THE WATERBURY REGION

JOHN HEALEY

APPENDIX E

A STATEMENT ON THE NEEDS OF THE WATERBURY AREA

John Healey
Waterbury Branch
The University of Connecticut

The greater Waterbury area, with a population in excess of 200,000 is the only major center in Connecticut without a four-year college of any kind. Equity then argues for the establishment of a four-year program in this region. In addition, colleges located over twenty miles from Waterbury are inaccessible to those from Waterbury without adequate transportation to meet the demands of daily commuting and cannot be considered accessible to many or readily accessible to most and should not be considered at all accessible to the majority of those who reside in the Northwest region of the State above Waterbury.

For these reasons I cannot concur with the majority of their opinion that "there is no region of the State seriously lacking access to higher education in some adequate form." I agree that this would indeed be a disservice to Waterbury to provide a second rate institution. There is no reason why that should happen. The Waterbury Branch of The University of Connecticut which now admits top students from New Haven, New Britain and Danbury, as well as providing for the Waterbury area graduates could easily serve as the foundation for a high quality four-year program. A four-year Branch at Waterbury could, in fact, serve to offer the opportunity of a university education to those who reside in the western half of Connecticut.

The establishment of a four-year program would be inordinately expensive, it has been suggested. The present Waterbury Branch Library and class room facility can accommodate a sufficiently large enrollment to assure viability as a four-year institution and an enrollment which could be realized if further expansion of the Storrs Campus were limited.

APPENDIX F

A STATEMENT ON THE NEED FOR NEW PUBLIC INSTITUTIONS IN OUR LARGE CITIES

PROF. W. F. BRAZZIEL

APPENDIX F

EXPANDED ACCESS TO HIGHER EDUCATION FOR CONNECTICUT MINORITY POPULATIONS

A Statement of the Resource Group on Goals

Submitted by

Dr. William F. Brazziel
Professor of Higher Education
The University of Connecticut

The challenge of expanded access to higher education for our minority populations will require considerable thought and effort and constitutes a worthy goal in our Master Plan. The need for minority leaders and professional and technical workers will become critical in the years to come as the populations expand in our large minority communities. Nearly 100,000 black residents alone will be found in and around Hartford in the next 25 years. Teachers and social workers for this city are already being recruited in the South for lack of vigorous efforts in our state. What of the future? Who will lead this community? What is our stake in good, sound, progressive minority leadership?

Governor Linwood Holton of Virginia put the answer to these question succinctly in an address to an education conference. The Governor emphasized that one of the keys to the successful operation of a high quality school system is strong, quality, black leadership. He called on colleges and universities to live up to their responsibilities to train this leadership not only for the schools but for every facet of our community life.

Connecticut's efforts to include minorities in the educational enterprise leaves much to be desired. Its two largest cities containing the largest minority communities have no state-supported four year colleges. They number among the dwindling handful of cities of 150,000 population and above which must sent their youth to other cities for state-supported higher education. A third large city has a four-year college but according to statements by its president, this institution has developed an image over the years of being inhospitable to minorities and minority enrollment has been small. Steps are being taken to rectify this situation.

Our goal in the coming years should be good quality four-year colleges in all of our urban centers with large minority communities. More than 4,000 black youth attend Detroit's Wayne State University alone. Detroit will not have to worry about minority leadership in

the years to come. Connecticut should move with dispatch to afford expanded access to its minorities and remove this threat to continued harmony and progress in the years to come.

APPENDIX G

A STATEMENT OF THE STAMFORD BRANCH

PAUL S. NAKIAN, ESQ.

APPENDIX G

A STATEMENT ON THE STAMFORD BRANCH - TWO OR FOUR YEARS?

Paul S. Nakian, Esq.

In the short four month period since Governor Meskill first addressed the colloquium on Higher Education in Connecticut, it has not been possible for Resource Group I (GOALS) to fully address itself to the proposed (and, indeed, legislatively mandate) expansion of the Stamford Branch of The University of Connecticut into a "four year, full curriculum college".

Projected growth indicates that Stamford may well become the most populated city in the State by the year 2000. If one were to include contiguous Greenwich, the Stamford metropolitan area already matches, and possibly exceeds, the populations of the State's three largest cities and their metropolitan area.

The Stamford Branch of The University of Connecticut is the only educational institution in this area that does not furnish "terminal education", i.e., unlike the Norwalk Community College, it does not offer the Associate's Degree. It has been estimated that more than 75% of these students entering the Branch continue at Storrs or elsewhere.

Many on the GOALS Committee believe it unrealistic, at least at this time, to expand the Stamford Branch to a four year college. Economic considerations, a drop in full-time Stamford Branch enrollment (from 502 to 393 this past year), the growth and recognized excellence of nearby Norwalk Community College, the development of the mammoth State University of New York campus at nearby Purchase, New York (described as Versailles-like) and an actual and projected drop in college enrollments for the forseeable future (zero population and other factors) have led to this general conclusion.

In addition, there is also the very real fear that if Stamford and Waterbury (and, yes, even Torrington) expand to four year programs, the main campus at Storrs will suffer. This writer, an alumnus of The University of Connecticut (four years at Storrs) knows how valiently and successfuly has been the struggle to make The University of Connecticut, at Storrs, a first rate university. It would, indeed, be tragic if Uconn-Storrs, with all its developed facilities and faculty, had to cut programs and its diversified course offerings because of Branch expansion. Yet, it is not certain that Branch expansion would bring this about.

Granted, student population growth appears to have leveled off and declined. But, also granted, that the Stamford/Greenwich/Norwalk area of Connecticut is fast growing and its many middle income (and, indeed, low income) families struggle with the high cost of housing in this area - and many suffer the added burden of additional expenses by the necessity of attending college elsewhere, or foregoing upper division study entirely.

What are the practical alternatives?

1. Maintain the "status quo" - that is, continue the two-year Branch and see how it develops over the next few years. The library, presently under construction, may facilitate a natural growth-expansion.

2. Same as #1, but vastly expand continuing education programs.

3. Develop a truly excellent two-year Branch, increasing the number of freshmen and sophomore course offerings. Also, expand continuing education programs.

4. Proceed with plans to make Branch a four-year college within the university system, but first improve freshmen and sophomore course offerings and physical plant.

5. Proceed with plans to become a four-year college within the university system (or a separate college not connected with Storrs). Either way, develop consortium (inter-relationships with nearby colleges to minimize costs and needless duplication. Included, should be financial and course arrangements with nearby SUNY at Purchase.

6. Proceed with plans to make Branch a four-year college within the university system. Develop course majors carefully, but with dispatch.

CAVEAT

Whatever alternative or combinations thereof that are eventually adopted, "Hartford" must recognize that Stamford would not want to end product at the expense of the excellence at Storrs - that adequate funding of both operations must be pledged by the Governor and the leaders of both parties.

One thing is certain - there has not yet been adequate study of the Stamford area needs. I believe that Master Plan members, elected officials and concerned citizens should devote further study to this matter and formulate a solution that will meet the needs of Connecticut residents. I suggest that, as part of this study, recognition must be given to the fact that the Stamford Branch has suffered under "benign neglect" for several reasons. This, perhaps, helps explain the recent drop in enrollment.

The fact, too, that the present single building of the Stamford Branch looks like a third-rate high school situated in the hills of West Virginia contributes to the unattractiveness of the Stamford Branch. As SUNY constructs its Versailles-like facilities at nearby Purchase, one wonders what effect this will have on enhancing any institution in Stamford. If Stamford is to have a four-year institution, it is essential that it be done properly and in good taste.

I urge, although I am not ready to recommend, that serious consideration be given to relocating the Stamford Branch to a more accessible and "identifiable" area. If a decision is made to change the location, Stamford's Hubbard Heights Golf Course would make an ideal location. It is close to town, close to Greenwich and accessible to Norwalk via the Turnpike. With such a location, the Stamford area's long term needs could be accommodated. The present Branch facilities could go to the City of Stamford (in exchange for the golf course) to be used possibly as a community center, branch library, etc.

APPENDIX H

A STATEMENT ON GOVERNANCE

KATHERINE D. BOURN

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APPENDIX H

A STATEMENT ON GOVERNANCE

by

Katherine D. Bourn

Since it proved to be impossible to do an adequate study of the question of the two-year institutions during the time at our disposal, it would seem highly desirable that such a study be undertaken before a decision is made on the establishment of a new board of governance for the technical colleges. Therefore I must differ with the report on this point. I suggest that the Commission for Higher Education take appropriate steps to secure evidence from other state systems as to how they are coordinating their two-year institutions and to carry on some further study before any changes are made.

APPENDIX I

A GENERAL STATEMENT

ROBERT N. RUE

APPENDIX I

A GENERAL STATEMENT

by

Robert N. Rue

Resource Group I had an awesome task. Both Dr. Malone and Dr. Hyde should be highly commended for their efforts and abilities in pulling together a report which attempts to reflect the thinking of a group embracing highly divergent views. The time constraint alone placed serious limitations on the proceedings, as the group dealt with its assignment. This writer feels beholden to put forth a minority opinion statement regarding facets of questions felt to be unanswered, or possibly answered too quickly, in the necessity of submitting its report within the given time frame. Therefore, the following reactions.

These remarks are not meant to represent any other persons or groups thinking than my own.

The suggested establishment of additional academic councils to an already complex system of higher education, in a relatively small state, could possibly add to the further slivering and territorializing of higher education. This is also true regarding the proposal that a separate board of trustees be developed for the state technical colleges. Rather than developing a new board for technical colleges at this time, it seems that a thorough study of the pros and cons of merger with the community colleges should be undertaken. Consultants from other states could be brought in to discuss how such programs have been developed -- what were some of the successes and problems. There are many community colleges in the country that offer highly regarded engineering programs.

The role of teacher training institutions is rapidly changing, as the report indicates. What about the future role of private liberal arts colleges? What portion of the students graduating from these institutions, in fact, find themselves entering the teaching profession? What implication does this have for private college enrollment?

Are the private colleges ready to accept the same level of public scrutiny and accountability, as their public sister institutions? This would not only include fiscal accountability, but seeking permission from a state authority to open new programs, plus periodic evaluation visits on existing curricula. (What ought to be the role of the Commission for Higher Education in all of this?)

There is little awareness of what a comprehensive community college is - its functions, purposes and values, in the State of Connecticut.

Is the Ph.D. Degree the same as the D. A. Degree? How do they differ? How accessible is the latter to Connecticut citizens?

What is the place of Extension at The University of Connecticut? How does it fit into statewide planning, or even within the framework of University coordination?

Are the various 4-year institutions going to continue to offer and develop Associate Degree programs?

The report as submitted from Resource Group I seems to be saying, "that its all pretty well as it is", except that checks should be placed on the growth of public higher education (plus new boards established, and that private and proprietary higher education should be given additional public support in a variety of ways).

From the very beginning of this project, I have been dubious regarding the possibility of any lasting value that might develop from such a series of "discussions." Participation was loaded toward people who have vested interests (like myself) in the Connecticut Higher Education sector. There has been little lay participation. Many of the laymen who were invited have, for whatever reason, been unable to or didn't choose to participate regularly.

Finally, if there had been some way whereby the Resource Groups could have moved in a logical sequence -- from Social Trends to Goals, to Governance to Finances, rather than all of the groups operating at once, thus nullifying (or at best, duplicating) each others efforts.

The area of Philosophy and Goals was necessarily (because of time constraints) dealt with too quickly, and not in enough depth. Philosophy and Goals may well have been the main thrust of Resource Group I.

The above listed factors tend to lead to a further entrenchment of the status quo.